

Morrison, R. H. Analysis of the various duties performed by the graduates of the business department of the H. O. Peabody School for Girls, 1948

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AN ANALYSIS OF THE VARIOUS DUTIES
PERFORMED BY THE GRADUATES OF THE
BUSINESS DEPARTMENT OF THE HENRY
O. PEABODY SCHOOL FOR GIRLS, FOR
THE PERIOD FROM 1942-47, INCLUSIVE

Rose H. Morrison

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BY THE GRADUATES OF THE BUSINESS DEPARTMENT
OF THE HENRY O. PEABODY SCHOOL FOR GIRLS,
FOR THE PERIOD FROM 1942-47, INCLUSIVE

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In partial fulfillment of requirements for the
degree of Master of Education

1948

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CHAPTER I

STATEMENT OF THE PROBLEM

This paper is concerned with an "Analysis of the Various Duties Performed, in Connection with their Jobs, by the Graduates of the Business Department of the Henry O. Peabody School for Girls, in Norwood, Massachusetts for the period from 1942-47, inclusive."

In order to present a clear picture as to why such an analysis should be made it is, of necessity, rather important to explain why the business graduates of this particular school were chosen and why an analysis of their various job duties should be presented.

SETTING OF THE PROBLEM

Norwood is situated 14 miles from Boston, 15 from Brockton, 30 from Providence, and 205 from New York. In 1678, the first move to develop the Town of Norwood was made. Norwood was originally termed "South Dedham" and up until 1848 was more or less of a dormant little New England village. In 1870, Dedham Parish was set off from Dedham and incorporated as the Town of Norwood with an area of 9 square miles, a valuation of real estate and

personal property of about \$1,000,000. Its population in 1890 was 3,756, and in 1894 reached approximately 4,300 people. The great Revolutionary stagecoaches through Norwood brought business and prosperity to the town. Since 1894, Norwood rose steadily to become a book manufacturing center. Norwood, now celebrating its seventy-fifth anniversary as an incorporated town, has spread out so that its environs reach to within five miles of the Boston line. It has an estimated population of over 16,500 persons, and it can point with pride to its first-class schools, an up-to-date hospital, and its varying industries that supply busy markets with types of manufactured products such as brake shoes, floor coverings, iron castings, leather, printing and publishings, printing inks, roofing materials, book binding, and shipping cases.¹

Norwood possesses a fine, up-to-date school system which supports both a Junior and a Senior High School, each housed in a modern building and each possessing physical facilities for developing separate curriculums.

From all this, it would be safe to assume that in a

¹

Norwood Daily Messenger, "Norwood Directory," December 1946, p. 28.

flourishing and rapidly growing manufacturing center, the idea of an "area" or "regional" school would be welcomed, and Norwood would seem a logical place in which to build such a school as the Henry O. Peabody School for Girls. Such was not the case, however.

Thirty-nine years ago, a man by the name of Henry O. Peabody, the inventor of the famous Peabody rifle, owned property known as the King Gay Farm which was situated on the outskirts of Norwood. Henry Peabody amassed a considerable amount of money and when he died on June 28, 1903, he left a trust fund "to found and endow an institution to be called the 'Henry O. Peabody School for Girls' for the purpose of furnishing instruction to girls by teaching the various branches of art, science and industry best calculated to enable the scholars to acquire an independent livelihood."²

The school was to be erected on his King Gay Farm property. His relatives were to have a life interest in the principal of his Boston property, this to be held in a residuary fund for the building of the school in Norwood.

2

Frederick A. Cleveland, A Co-operative Plan of Financing Vocational Education for Boys and Girls in Norwood (Mimeographed report prepared for various Town Committees, 1940), p. 17d.

The handling of this fund was to be the job of trustees appointed in the will. Henry O. Peabody's relatives brought suit against the trustees, as executors, to break the will and collect what they could in a lump sum instead of having it doled out as a life interest. When the lawyers and all others settled their claims, the account that had over \$50,000 showed but \$3,000 which could be used by the trustees for the building of the Henry O. Peabody School. The trustees then asked permission of the Probate Court to sell the King Gay Farm property because they argued that it was too far from the village for a school and they had "a more advantageous site for the school" in mind. They did not specify Norwood as the "site" and because of this Norwood nearly lost its present school. The Farm was sold in 1910 for \$40,000, and with the \$3,000 they had previously in the fund, the trustees had \$43,000. Between the time the school was first proposed and finally built, this fund, through wise investment by the trustees, grew into \$750,000 with an average income over a ten-year period of \$25,000 annually.³ It took thirty-nine years

³ Willard Everett, Norwood Daily Messenger, January 16, 1947, p. 1-6.

to get such an amount together and it took all of this time for Dr. Frederick A. Cleveland, one-time economist, who interested himself in Norwood, and particularly in the proposed vocational school, to persuade the town officials that Norwood should be the "site" for such a vocational school.

John Simmons, manufacturer of "slops,"* and founder of Simmons College, had somewhat the same vocational aim in mind when he left money for the founding and endowing of a "Female College"⁴ for the "purpose of teaching medicine, music, drawing, design, telegraphy and other branches of art, science, and industry best calculated to enable the scholars to acquire an independent livelihood"⁵ as had Henry O. Peabody. The trustees working with the Simmons Fund were aware of the amount in the Peabody Fund and made a bid for it. They felt a vocational school in Norwood would have difficulty in "building up extensive contacts with the fields to be served. The school should enjoy the

*

loose breeches, or trousers; clothing and articles sold to sailors; cheap, ready-made clothes

⁴ Kenneth L. Mark, Delayed by Fire (Privately printed, 1945), p. 5.

⁵

Cleveland, op. cit., p. 120.

confidence and co-operation of business houses, libraries, hospitals, social agencies, and so forth so that students might engage in field work and get practical training prior to graduation and be in a favorable position to secure employment. A school in a small community had slight possibilities as compared with one which was located in a metropolitan center and which was in close touch with every kind of institution or business enterprise offering opportunities to women trained in "art, science and industry."⁶

Only the zeal, ambition, and ingenuity of Dr. Cleveland kept the Peabody Fund from being turned into the Simmons Fund. In 1926, upon the recommendation of the Carnegie Foundation for the Advancement of Teaching, the Town of Norwood secured Professor Williston, Ex-Principal of Wentworth Institute to study Norwood's educational and industrial needs.⁷ Finally, after much investigation, step by step progress was made and the Henry O. Peabody School for Girls opened its doors in September, 1942. The

⁶

Loc. cit., p. 116.

⁷

Ibid., p. 192.

"site" selected by the Town was adjacent to the present high school building. This site enables the physical set up to function at a minimum of cost in the way of heating, light, gymnasium facilities, and so forth. It also enables the students from the Norwood Senior High School to enter the Henry O. Peabody School for special training, either at the end of the Sophomore year in the Trades, or at the end of the Junior year if a student elects business work. The schools are two separate working units, however, with two separate faculties and directors.

The vocational school serves students from Norfolk, Dedham, Medfield, Canton, Westwood, Walpole, Wrentham, Islington, Franklin, and Norwood proper. It could include students from South Braintree, Randolph, Needham and other school populations if transportation could be provided. If accommodations were possible, the Henry O. Peabody School for Girls would be accessible to school populations from at least fifteen neighboring communities, thereby having a reservoir of approximately 13,000 students from which to draw. To date, however, only the ten communities first listed have sent students to the school.

In the order of establishment and in size, the Henry O. Peabody School for Girls ranks fourth on the list

of vocational and trade schools for girls in the Commonwealth of Massachusetts. It offers courses in beauty work, trade dressmaking, commercial foods, co-operative retailing and merchandising, and in business.

Vocational education, as interpreted by the Division of Education in Massachusetts, in auditing claims for reimbursement as a State-aid program, has a narrow meaning: e.g., towns which maintain standard commercial courses in accounting, secretarial or general clerical programs are not reimbursed through the Division of Vocational Education.⁸ Therefore, the Business Department in the Henry O. Peabody School for Girls holds a unique position. Business work is not a recognized part of the vocational program directed by the State Department. The Business Department functions as an extra limb to the prescribed vocational courses. The business set up possesses some of the finest equipment available for work in an "area" school.

It is only natural, therefore, that five years after its inception as an experimental or "regional" school, it is pertinent to find out something about the work done by

the graduates in the Business Department. It would seem fitting that because of the peculiar set up of the department in a school of this type that an analysis should be made of the work its graduates have been performing since 1942 to the present time.

It will be the purpose of this paper to make a graphic presentation of:

1. The duties that are performed by the business graduate since her initial placement, as well as at the present time
2. The time element involved in the performance of these duties on her job
3. The type of firm in which these duties are performed
4. Those duties which reflect or have a consistent bearing on the type of preparation given in school.

In order to enlarge further upon the purpose of this paper and to procure the necessary details to show the information needed, three media will be used in collecting data:

1. The personal interview
2. A Job Information Sheet
3. The Time Chart

From the information obtained from these media, it will be possible also to supply information such as:

1. What type of occupations is the majority of students engaged in at the present time
2. What percentage of time is spent in taking dictation, typewriting, transcribing, and so forth
3. From what source do the students receive their positions after leaving school.

In order to have a mutual understanding in regard to some of the terms to be used in this analysis, the following have been selected for interpretation:

Job Analysis--A job analysis is an attempt to make a detailed study of a particular occupation, and in this present case, the study will cover those duties performed in the various business occupations, in order to discover all the conditions and factors that affect the job.

Regional or Area School--A regional or area school is one that has been built in a selected area to serve all the surrounding towns. Special

equipment or services are established in this one school for all others to use. Towns co-operate and send in their students so that pupils may take advantage of the physical set up by receiving instruction on special equipment that has been installed and which would be too costly for separate towns to purchase.

This type of school affords a larger concentration of equipment, greater elasticity of program, special teaching force, and heavier concentration on subject matter content than does the ordinary school set up.

Initial Placement--By initial placement is meant the position in which the graduate has been placed immediately following the completion of her work in school.

Business--By business is meant the concern, institution, or firm in which the job is being performed by the graduate.

Graduate--The term as used in this paper will mean those seniors or postgraduates who have successfully completed the business work to be placed

on a job.

Vocational education--In a broad sense it is understood to be an instruction program, the purpose of which is to prepare the student to pursue a designated vocation for livelihood.

It should be the further purpose of this job analysis to discover how to chart the future course of both school curriculum and of training the graduate. Should embellishments or deletions be necessary, such an analysis of the various job duties should bring this information to light. In a vocational school where guidance is paramount such an objective should be worthy of mention. The type of education in the Henry O. Peabody School for Girls is a terminal type; because of this, an analysis such as this problem suggests, should have a definite link and be a subordinate part of any basic philosophy in a vocational program.

CHAPTER II

DIGEST OF PREVIOUS RESEARCH

The term "job analysis" was defined previously as "an attempt to make a detailed study of a particular occupation, and in this present case, the study will cover those duties performed in the various business occupations, in order to discover all the conditions and factors that affect the job."

A job analysis study serves various purposes such as:

1. It aids in guidance work
2. It enables an instructor to receive suggestions for making course work more practical and less theoretical
3. It supplies information necessary in preparing or revising present curriculum offerings
4. It presents the administration with a graphic presentation of student needs.

The jobs for which the courses of the Henry O. Peabody School for Girls prepare students lend themselves very well to a job analysis. Through such a medium, the teachers of

business subjects will know what particular jobs require of the prospective graduates. In order to keep the business work of an institution such as the Henry O. Peabody School up to date, meaningful, and beneficial to teachers and students, a job analysis should prove a means of obtaining vital data.

The idea of a job analysis is not a new one. Several job analyses were made in the 1920's by the Job Analysis and Information Section, Division of Standards and Research of the United States Government, Department of Labor. These studies resulted in job descriptions for many occupations. Descriptions, still in use today, were prepared for the use of public employment offices, related vocational services. They were based on information gathered by actual observation of typical jobs.¹

One of the first studies made that was of help to business teachers in making their instruction more practical was an Analysis of Secretarial Duties and Traits by Charters and Whitley.² The study was conducted by Charters and

¹
United States Government Printing Office, United States Department of Labor Bulletins (Washington: General Series, 1938).

²
W. W. Charters and Isadore B. Whitley, Analysis of Secretarial Duties and Traits (Baltimore: Williams and Wilkins Company, 1924), 186 p.

business subjects will know what particular jobs require
of the person who is to do them. In order to keep the analysis
work of an institution such as the Bureau of Economic Analysis
up to date, meaningful, and beneficial to the community,
it is essential that the analysis be done in a way that is
vital to the community.

The issue of a job analysis is not a new one. Several
job analyses were made in the 1920's by the Bureau of
Economic Analysis, Division of Labor, and Research
on the United States Government, Department of Labor. These
analyses were made in the 1920's and 1930's and were
descriptive in nature. They were not intended for the use
of the community in the 1940's and 1950's and were
not based on the research techniques of modern psychology.

One of the first studies made in the 1940's was
a study of the job of a clerk in the Department of Labor.
This study was made in the 1940's and was made by the
Bureau of Economic Analysis, Division of Labor, and Research
on the United States Government, Department of Labor. This
study was made in the 1940's and was made by the
Bureau of Economic Analysis, Division of Labor, and Research
on the United States Government, Department of Labor.

United States Government Printing Office, Washington, D.C.
1947
X. W. Charters and Leonard L. Whitley, Editors
of the Bureau of Economic Analysis, Division of Labor, and
Research on the United States Government, Department of Labor.

Whitley but was financed by the National Junior Personnel Service. This analysis had for its purpose the problem of finding out what stenographers and secretaries did on their jobs and what personality traits were essential for success. Through the use of a check list and personal interviews, 715 secretaries were contacted. A compilation of 871 duties was made as the result of this study. Valuable information, useful to teachers, employers, employees, and guidance people was obtained.

³
Doctor Frederick G. Nichols, a pioneer in business education, made one of the first studies designed to indicate the nature of the work of general clerical employees. Under the sponsorship of the Graduate School of Education of Harvard University and the National Association of Office Managers, this study was undertaken in 1927. It aimed to obtain certain general facts regarding clerical work and the evaluation of the offerings made to the student in relation to the facts discovered. This study analyzed non-stenographic and nonbookkeeping clerical workers and what part office machines should play in business education. It was an attempt to differentiate the duties so as to reveal

³
Frederick G. Nichols, A New Conception of Office Practice (Cambridge: Harvard University Press, 1927), 123 p.

those which should be stressed in school and those for which the job only could train. This study involved fifty-four business organizations, including department stores, private service corporations, publishing and printing, real estate, and public utilities. Sixteen states were represented and the work of nearly 4,300 employees was studied. As a result of this study, thirty-one major conclusions were reached. Of these, four major ones are listed below:

1. Without a close co-operation between businessmen and commercial teachers, no real progress toward the solution of the business training problem is likely to be achieved.
2. In this study there was no evidence that office procedure in one office was different from that in any other, regardless of geographical or industrial factors.
3. Relatively few office workers who are doing special types of work for which one skill is needed have gone directly from school to their present positions. It is obvious, therefore, that existing high school business

courses are not adequately preparing high school pupils for these specialized jobs or that businessmen prefer to do their own training.

4. There is little relationship between the quality of clerical work being done by office clerks and the business training which they have received. The slight apparent superiority of those who have had some secretarial business school training may be accounted for by the fact that public and private commercial schools are functioning as selective agencies in the placement of pupils on their first jobs.⁴

Another study for secretaries' jobs, financed by the American Institute for Secretaries was conducted also by Doctor Frederick G. Nichols and Sally W. Wissman.⁵ Douth⁶ states:

⁴ Loc. cit., p. 20.

⁵ F. G. Nichols and Sally W. Wissman, The Personal Secretary: "Differentiating Duties and Traits," (Cambridge: Harvard University Press, 1934), 105 p.

⁶ Howard M. Douth, Secretarial Science (Chicago: Richard D. Irwin, Inc., 1942), p. 42.

This problem was essentially the same as the Charters and Whitley Study,⁷ with the additional objectives of attempting to distinguish the private secretary clearly from other types of office workers; or in other words to answer the question, "Who is a Private Secretary?"

An initial list of thirty-five so-called duties was drawn up after consulting available literature on the subject. Both secretaries and employers were asked to rank the duties in order of importance from one to thirty-five. So far as the comparison of the two studies is concerned, it was interesting to note that few identical duties appeared on both lists. The study made by Charters resulted in a list of 871 so-called duties; the Nichols' study resulted in a list of thirty-five. The term "duty" was not used in the same sense by both studies.

Charters' list of duties was obtained by investigators in personal interviews with secretaries; Nichols' list was compiled by the investigators themselves after consulting books, articles, and other investigations of the subject. Charters' method would seem to be the more objective. The secretaries who co-operated with Charters merely checked the duties which they performed; those who worked with Nichols were asked to rank the thirty-five duties in the order of importance in their respective positions, a task⁸ which would seem harder to perform accurately.

As an outcome of a meeting of businessmen and business teachers, who met to discuss the question, "What do employment directors expect of beginning office and store

⁷

Charters and Whitley, op. cit., p. 12.

⁸

Loc. cit., p. 42.

employees?" a study was made by a chapter of Delta Pi Epsilon.⁹ The work was conducted by the Research Committee of the Alpha Chapter of Delta Pi Epsilon at New York University. One hundred and fifty questionnaires were mailed to typical businessmen; replies were received from 58. One of the most important questions, dealing with deficiencies of new employees, was interesting to schools. Of the fifteen deficiencies reported, the first five were: English, penmanship, arithmetic, spelling, and typewriting.

An interesting follow-up study, which included a job analysis of duties, was made by K. T. Coan.¹⁰ Miss Coan's study dealt with the problems of:

1. To measure the effectiveness of the present commercial training program in the Baltimore Senior High Schools.
2. To secure the standard of measurement through a study of concrete results and reactions obtained from responses to a questionnaire indicating the usefulness or nonusefulness of the subjects included in the present curriculum.
3. To use this standard of measurement in a respect,

⁹ Enterline, and others, "What Do Employment Directors Expect of Beginning Office and Store Employees?" (New York University Alpha Chapter, Delta Pi Epsilon).

¹⁰ K. T. Coan, "A Four-Year Follow-Up Study of the Commercial Graduates of June, 1927 of Baltimore Senior High Schools," (EdM. Thesis, Boston University, School of Education, 1933), 82 p.

scrutiny of the preparation of a particular and specific group of graduate entrants into the business and vocational world.

4. To use the results of the various section studies as a basis for suggestions as to changes or enlargements which may be necessary to provide the training needed to equip high school commercial graduates to meet efficiently the present-day requirements of the business world.

The study entailed analyzation of the placement of the graduates of the Baltimore Senior High Schools between September 1, 1928 and April 1, 1931. One hundred and ninety-eight graduates were placed in positions, 59 of which were placed in stenographic jobs and 139 were placed in non-stenographic positions. Only 117 out of 249 graduates of the classes of 1929 and 1930 filled stenographic openings. Miss Coan wished to find out if it were necessary to secure further training in order to fill the first job satisfactorily. Also, she wanted to know in what respect, if any, did the high school fail to train its students for initial positions. The time element on the jobs performed, the principal kind of work, promotional jobs, and additional training after leaving school were all problems of this study.

Ibid., p. 25-27.

Through her study it was learned that much room for additional instruction is necessary. A broadening out of program is needed and definite revision of course offerings. Some of the recommendations made were that only those with high I. Q. range take the stenographic course; more concentration should be given on vocational training. Business students should be given more work on office machines. Some of the principal duties discovered in her study which were performed in relation to positions were:¹⁰

<u>Duties</u>	<u>Total</u>	<u>Sten-</u> <u>ography</u>	<u>Typing</u>	<u>Bkkgp.</u>	<u>Clerk</u>	<u>Profes-</u> <u>sional</u>	<u>Misc.</u>
Stenography	91	77	3	4	4	2	1
General	29	15	4	2	4	2	2
Typewriting	25	13	6	2	2	0	2
Bookkeeping	22	8	0	9	3	2	0
Filing	22	17	2	2	1		
Billing	12	6	2	1	3		
Cashiering	8	6	1	2			
Switchboard	8	4	2	1			
Medical Work	5	5	2				
Dicta-Typing	3	2					

¹⁰

Ibid., p. 25-27.

11

Douglas Chandler made an investigation in 1940 on A Follow-Up Study of the Business Administration Graduates of Blank College. Although this was essentially a study of follow-up it attempted to discover the answer to the following question: Is the training program of the Business Administration Department of Blank College an adequate means of preparation for the initial positions which graduates secure? On this question both an analysis and a follow-up meet on common ground. (Because the follow-up was made of a school located in Boston proper, and it did not wish to have its name linked with the study, the institution was referred to as "Blank College" throughout the study.

This study revealed the kinds of businesses which offered initial employment to the graduates of the school. Two groups were selected for study: The first group included the classes of 1929, 1930, and 1931; the second group included the classes of 1937, 1938, and 1939. These two groups were compared to find the difference in the type of firms employing the graduates and where the positions were located. The questions of salary scale, the

 11

Douglas A. Chandler, A Follow-Up Study of the Business Administration Graduates of Blank College (Ed. M. Thesis, Boston University, School of Education, 1940), 71 p.

necessity for additional training, and whether the graduates in previous years secured the same type of initial jobs as those secured by the graduates of the school today, were all stressed.

In obtaining the necessary information, a questionnaire was first sent to two graduates from each class. Then a revised form with a letter of transmittal was mailed to all graduates in both groups selected. Three hundred and fifty-six questionnaires were sent out and 182 replies were returned.

It was concluded from this study that the businesses offering initial employment were manufacturing, financial, construction and building firms, public utility. In Group I, 64.48 per cent were employed and in Group II, 48.11 per cent. Other industries such as automotive, retail stores, ice, grain, fuel, foodstuffs, miscellaneous hired 30.26 per cent of Group I and 48.12 per cent in Group II. Clerical work offered more opportunities for initial employment. It was discovered also, that some of the reasons for leaving jobs were for chance of advancement, better conditions, increase in wages, wanted more of a job--more responsibility. Other reasons were reorganization of

firm, job discontinued.

It was also suggested in this study that more surveys should be made of job opportunities in the city for future graduates. A study should be made to determine whether or not the program of the College was an adequate means of providing necessary training for promotion on the job. Some courses in the curriculum might be reorganized or done away with and the possibility of including some personality trait helps should be included to help the¹² graduate.

Several job analyses of bookkeepers have been made by people working on Masters' Theses or Doctors' Dissertations. "An Analysis of the Duties of Bookkeepers" was¹³ made by Elvin S. Eyster in 1931. This study attempted to analyze the duties of bookkeepers and to discover the most frequently performed duties, the place to teach them, and the relative importance of bookkeepers between and within occupational groups. A preliminary check list of possible bookkeeping duties was submitted to 276 bookkeepers; 203 were returned. The check list was then

¹²

Loc, cit., p. 3.

¹³

Elvin S. Eyster, "An Analysis of the Duties of Bookkeepers," (Master's Thesis, Indiana University, 1931), 194 p.

submitted to 989 bookkeepers in 104 firms. Four hundred and fourteen final duties comprised the check list. There was no great correlation found between duties performed in trading, manufacturing and constructing, public utility, financial and professional bookkeeping jobs. The study was limited to bookkeeping duties rather than to duties of bookkeepers. The number of cases seemed great enough to give considerable validity.

Another job analysis of bookkeepers was conducted by Reuben E. Nyquist¹⁴ in 1928. In this study, the work done by bookkeepers in Mason City, Iowa was analyzed. The time element involved in each duty was carefully studied and listed.

A third job analysis was made by Benjamin E. Strumpf.¹⁵ This study, "Bookkeeping Duties and the Commercial Curriculum," attempted to find out what bookkeepers do, what should be the method of presentation, and what modifications would be necessary in existing courses of study.

¹⁴ Reuben E. Nyquist, "A Job Analysis of Bookkeepers' Duties" (Master's Thesis, University of Iowa, 1938), 61 p.

¹⁵ Benjamin E. Strumpf, "Bookkeeping Duties and the Commercial Curriculum" (Doctor's Dissertation, New York University, 1926), 102 p.

A study analyzing bookkeeping activities involved in business occupations, as a basis for course content in secondary schools, was made by Etta C. Skene.¹⁶ Miss Skene tried to determine which activities should be given in orientation courses and which activities should be offered on a vocational level, as well as the sequential place in the high school program for such work.

A fifth study relating to a job analysis of bookkeeping duties was conducted by O. R. Wessels.¹⁷ This analysis was a study of the duties performed by executives in Eastern Nebraska, Western Illinois, and in Iowa. It was an attempt to determine any changes which should be made in the course of study on the secondary level as well as to determine whether or not bookkeeping helps in securing executive positions in business, by determining what bookkeeping duties are commonly performed by executives. A check list of 350 possible bookkeeping duties was prepared from lists previously made by other investigators. The completeness of the list was tested on twenty-five executives and was revised according to

¹⁶

Etta C. Skene, "Occupational Analysis as a Basis of Bookkeeping Curricula of Public Secondary Schools" (New York University, Unpublished Doctor's Thesis, 1934), 203 p.

¹⁷

O. R. Wessels, "A Job Analysis of Bookkeeping Duties of Executives" (Unpublished Master's Thesis, University of Iowa, 1932), 150 p.

recommendations made by those executives. Seven hundred check lists were distributed and 215 replies were received. The study was an extensive one with much statistical data. It pointed to a need for emphasis on the executive side to the need for providing a separate type of course for those who wanted bookkeeping for other than vocational use.

A study "An Activity Analysis of Secretarial Duties as a Basis for an Office Practice Course," by Doris

¹⁸
Tyrrell, had for its purpose that of determining the content of an office practice course in a junior college secretarial curriculum by evaluating secretarial duties ¹⁹ found in the list compiled by Charters and Whitley.

A check list containing the particular 871 duties found in Charters' study was sent to college teachers, but in order to secure enough replies it was decided to limit the list to those classes of duties that usually received consideration in an office practice course. Several duties were ranked differently by instructors and secretaries.

¹⁸

Doris Tyrrell, "An Activity Analysis of Secretarial Duties as a Basis for an Office Practice Course," Journal of Experimental Education, Vol. I, No. 4, June, 1933.

¹⁹

Charters and Whitley, op. cit., p. 14.

Inadequate sampling and an arbitrary weighting for duties seemed apparent. The method used, however, in obtaining information could be applied to other job analyses.

In 1941, Catherine Santamaria²⁰ made an analysis of office workers. Her problem was "to analyze the office services of office workers in communities of 10,000 population or less as a basis for determining the commercial curriculum content of high schools located in such communities." It was her purpose to find out from the employees which of the duties they performed were important or unimportant, those duties which should be taught in school, or on the job, and how much time was spent on each duty. In addition, she hoped to find out from the employers what they expected their office workers to be able to do. An analysis of personality traits essential for the success of these workers on the job was made also. The work of 168 employees was studied and 78 employers were questioned. Data were collected by various media: check list of duties, personality trait sheets and an education form.

20

Catherine Santamaria, "An Analysis of the Office Services Performed by Office Workers in Small Communities," (Master's Thesis, School of Education, Boston University, 1941), 206 p.

These were distributed personally or mailed to office employees. As a result of this study it was found that office workers in the communities studied depended a great deal on their high school for their business education. It was emphasized that high schools must assume the responsibility of training their commercial graduates to enter office jobs. After high school a predominance of clerical duties was found to be performed by high school graduates.²¹

Another analysis of more recent date was one made by Doctor Thelma Potter.²² In her "An Analysis of the Work of General Clerical Employees," Doctor Potter has defined one of the major purposes of the study as "the desire to make a contribution to a general understanding of the common needs of education and business."²³ For some time the rapid growth in the general clerical field had been noted and this growth would have quite a bearing on the various occupational divisions in the clerical field. The specific

²¹

Ibid., p. 180.

²²

Thelma Potter, "An Analysis of the Work of General Clerical Employees" (Bureau of Publications, Teachers College, Columbia University, 1944), 100 p.

²³

Loc. cit., p. 1.

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21

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21

ibid., p. 180.

22

Thomas Potter, "An Analysis of the Work of General Clerical Employees" (Bureau of Publications, Teachers College, Columbia University, 1944), 100 p.

23

loc. cit., p. 1.

purposes of Dr. Potter's study were:

1. To determine

- a. The characteristics of the work of the typical general clerical employee, and
- b. The characteristics of typical business in-service training programs for general clerical workers; and

2. Upon the basis of facts discovered, to draw conclusions concerning a desirable secondary school training for general clerical workers.²⁴

Dr. Potter discovered in her general findings that at least 85 per cent of all the work of beginning clerical employees involved skills in typewriting, filing, and nonspecialized work such as sorting, checking names or numbers for accuracy or classifying items. Over half the time on a job was spent either in typewriting or general clerical work. Filing, miscellaneous machine work and calculator work was devoted to the rest of the time. After a six-month period the employee was promoted either by change in title and responsibility or

²⁴

Ibid., p. 4-6.

²⁵

Ibid., p. 43.

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 - a. The characteristics of the work of the typical general clerical employee; and
 - b. The characteristics of typical business in-service training programs for general clerical workers; and
 2. Upon the basis of facts discovered, to draw conclusions concerning a desirable secondary school training for general clerical workers.²⁴
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²⁴
Ibid., p. 4-6.

from one machine operation to another.²⁵

If such analyses as all these bring to light valuable information which may be used by business, educators, and graduates in promoting better relations between business and education, and in furthering the training given while in school so that a worker may offer more in the way of marketable services on a job, it would seem well worth while to advance such studies.

From the foregoing reviews of the analyses that have been made, it is evident that there is an interest among business educators to find out what our high school students do and need on a job. Modification of courses of instruction, according to the outcomes arrived at as a result of these studies, is indicative of the value to be derived from such analyses. Job studies of office workers in small communities and of graduates going from suburban communities into an industrial hub are still needed.

Briefly, this present analysis should contribute information concerning the varied duties that office workers perform. It will enable instructors to see

²⁵

Ibid., p. 48.

where revisions are necessary; it will enable guidance and placement functions to be set up or intensified so that the eligibility of graduates may be measured according to the type of duties performed.

This analysis is justifiable on the grounds that it is important for instructors and pupils to know what the business man gives the student to perform. It will serve as a preliminary safeguard in the preparation of graduates.

In the present study, it is felt that the facts to be gained and the interpretation given them will have a significant bearing on the preparation and organization of curriculum in the Henry O. Peabody School for Girls. The attempt to discover what is happening on the job and the time element devoted to the performance of such duties should present to students, teachers, and administrators an enlarged visual picture of the production standards to be met. A graphic presentation of facts obtained should be of vital importance in the training and placement of the graduate. The results of this analysis should be a steppingstone for future analyses made at stated intervals.

1. The personal interview

2. A Job Information Sheet

3. The Time Chart

CHAPTER III

PROCEDURES USED IN GATHERING DATA

The idea of a job analysis was discussed with the Director of the School who gave support to the idea. The idea of the job analysis was made available to the graduates of the school. Approval was given for the job analysis and the letter of transmission which was sent to the graduates as well as the course program as a whole.

On Page 7 it was stated that the purpose of this chapter would be to make a graphic presentation of:

1. The duties that are performed by the business graduate since her initial job, as well as at the present time
2. The time element involved in the performance of these duties on her job
3. The type of firm in which these duties are performed
4. Those duties which reflect or have a consistent bearing on the type of preparation given in the school.

In order to do this it was stated further on Page 8 that three media would be used in collecting the data:

CHAPTER III

PROCEDURES USED IN GATHERING DATA

The undertaking of any job analysis entails a great deal of study as to what type of information should be included, what items will bring forth the results wished so that the kind of information forthcoming will have value for the teacher, the administrator and also reflect on the course program as a whole.

On page 7 it was stated that the purpose of this

chapter would be to make a graphic presentation of:

1. The duties that are performed by the business graduate since her initial job, as well as at the present time
2. The time element involved in the performance of these duties on her job
3. The type of firm in which these duties are performed
4. Those duties which reflect or have a consistent bearing on the type of preparation given in the school.

In order to do this it was stated further on page 8

that three media would be used in collecting the data:

1. The personal interview
2. A Job Information Sheet
3. The Time Chart

The idea of a job analysis was discussed with the Director of the School who gave support to the idea, sanctioned the use of the school stationery, made available the school files for names and addresses. Approval was given also on the material contained in the letter of transmittal which was sent to the graduates as well as the type of questions listed on the Job Information Sheets. An informal type of letter was used.

The Superintendent of Schools supported the plan for a job analysis by permitting the name of the school to be linked with the analysis to be undertaken. The letter of approval from the Superintendent is listed on Page 35.

Although several check lists, including the famous¹ check list of the Charters and Whitley Study were consulted, it was decided that the information obtained from the sheets might be used later in setting up our placement files for graduates. The original idea of the check list was discarded and a Job Information Sheet was constructed

¹

Charters and Whitley, op, cit., p. 14.

DEPARTMENT OF PUBLIC SCHOOLS
NORWOOD, MASSACHUSETTS

OFFICE
JUNIOR HIGH SCHOOL
TEL. NORWOOD 7-0133

LINCOLN D. LYNCH
SUPERINTENDENT

February 3, 1948

Miss Rose H. Morrison
Henry O. Peabody School for Girls
Norwood, Massachusetts

Dear Miss Morrison:

Permission is hereby granted to you to make reference to the Norwood Schools in such manner as you deem fit in the job analysis study which you are conducting with respect to those pupils, who, having left the Norwood Schools, are now employed in profitable pursuit.

Very truly yours,

(Signed) L. D. Lynch

LDL:s

DEPARTMENT OF PUBLIC SCHOOLS
BOSTON, MASSACHUSETTS

February 2, 1903

Miss Helen B. Norton,
First St. School, School for Girls,
Boston, Massachusetts.

Dear Miss Norton:

Enclosed is a book of poems to
you as a reference to the Boston School
in such manner as you may like to use for
teaching story with you are connecting
with respect to a new girl, who, having
left the Boston School, are now residing in
Worcester, Mass.

Very truly yours,

(Signed) L. B. Luce

Enc.

which would incorporate such information as would be needed at a later date for placement purposes. Although many of the same items would be used in a check list, the more detailed the information given, the more adequate would our placement cards be if we used the question form rather than an entire check form.

It was decided to use a mimeographed letter of transmittal and dittoed Job Information Sheets when sending out the questionnaire to each graduate. In order to see what reactions would be forthcoming, it was decided, as a "trial" measure, to approach five graduates. These five turned in their sheets with various comments as to what they found difficult, ambiguous, and so forth. The blanks were then revised with the idea in mind that these forms would have to be filled in by a majority of graduates who could not be reached for personal interview. The five graduates who were approached first felt that the girl could do justice to the blanks if she took them with her and did them when it was possible to give more thought and time to the filling in of the several blanks, rather than doing any of the listing during the interview. With the partially revised blanks, seven more graduates were approached and as a result of these twelve interviews

the forms on Pages 38-41 were constructed.

Upon inspection of the graduates' files, it was found that over 125 graduates of the Business Department were listed. Because of marriage, moving without leaving a forwarding address, and so forth, only 100 girls could be contacted. This number, of course, included the twelve initial graduates to the plan.

The letter of transmittal (See Page 38), one hundred sets of forms, and a stamped, self-addressed envelope for each graduate, were sent to the members of the various classes; of these 100, the groups were divided as follows:

TABLE I

CLASSES TO WHOM JOB INFORMATION SHEETS WERE SENT

Classes	Number of Forms Sent
1943	13
1944	32
1945	18
1946	24
1947	13
Total	100

HENRY O. PEABODY SCHOOL FOR GIRLS
NORWOOD, MASSACHUSETTS
TELEPHONE NO. 7-1470

38

LINCOLN D. LYNCH
SUPERINTENDENT

BLANCHE L. MARCIONETTE
DIRECTOR

December 20, 1947

Dear Barbara,

You know that the Henry O. Peabody School for Girls is entering upon its sixth year. Some of the graduates can look back with pride to that first year because they were pioneers in undertaking the work offered.

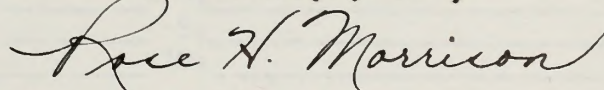
As a new member of the faculty, it has not been my pleasure to meet some of you. It is important for you as well as for the Business Department that close contact exist between us because only by doing this will it be possible for us to prepare our present graduates or to help you if you call upon us.

For this reason, an analysis of what you are doing on your present job will be of value to the Business Department and to the school. It would give us information we need in training and placing girls on satisfactory jobs.

I wish I could talk with you personally in regard to the enclosed material, but perhaps you will be able to help us even though I cannot be present when you check through the attached sheets.

May I count on you to fill in the enclosed forms and return them to me as soon as possible.

Gratefully yours,



(Miss) Rose H. Morrison

Enclosures

HENRY O. PEABODY SCHOOL FOR GIRLS
JOB INFORMATION SHEET

39

GENERAL INFORMATION

(If married since leaving school, list married name _____)

- a. Name _____ Address _____
b. Year of graduation _____
c. Course taken in school: Machines _____; Clerical _____; Stenographic _____
d. Are you working now? _____ If not, reason for not working now? _____
e. What previous business training did you have in high school before entering the Henry O. Peabody School? _____

WORK INFORMATION

Initial Job

- a. Did the school place you? _____ If not, how did you get your job? _____
b. Name and address of firm? _____
c. Kind of business _____
d. Your position with firm _____
e. Department in which you were placed? _____
f. Duties you performed: (If typewriting is given, list what was typed, i.e., bills, form letters, transcribed letters, invoices, etc.)
1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____
g. List any employment tests, (Civil Service tests) required for this job? _____

Present Job: (If present job is also initial job simply write through the duties column below: SEE ABOVE)

- a. What is your present job and how did you get it? _____
b. Name and address of firm? _____
c. Kind of business _____
d. Name of your department _____
e. Was previous experience required? _____ If so, how much? _____
f. What is your next promotion step? _____
g. How long have you had your present job? _____
h. What duties do you perform in connection with your present job? _____
1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____
i. In the above, what duties did you find easy to do? Difficult? (Simply list the numbers applying to the easy and difficult duties.)
EASY _____ DIFFICULT _____
j. What duties do you think should be learned in school? On the job? (Simply list the numbers applying to those which should be learned in school and on the job.)
LEARNED IN SCHOOL _____ LEARNED ON THE JOB _____
k. Were employment tests required for this job? _____ If so, what were they? _____

OTHER JOB INFORMATION:

- a. What other jobs than the two listed above have you held since graduation? _____
- b. Peculiarities of Job: Initial Present Other Job
1. Is Accuracy or speed important? _____
 2. Are there times when your work is increased beyond usual? _____
 3. Is your work checked before leaving your department? _____
 4. Are there written instructions for your job? _____
 5. What would be the result of errors in your work? _____
 6. What special skills or knowledges are required? _____
 7. Was in-training service provided for in any job? _____ If so, of what did it consist? _____
- c. Other comments? (Use reverse side of sheet)

ADDITIONAL INFORMATION:

- a. What reasons were given for leaving your various jobs? (Lack of work, needed more skill, advancement in salary, or on the job, etc.)

<u>Firm</u>	<u>Length of Service</u>	<u>Reason for Leaving</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

- b. What types of office machines have you used? (Simply check columns below)

<u>Name of Machine</u>	<u>Initial Job</u>	<u>Present Job</u>	<u>Other Jobs</u>
Burroughs Calculator			
Burroughs Listing Machine			
Burroughs Commercial #7800 Bookkeeping			
Burroughs Bank Posting			
Burroughs #7200 Biller			
Comptometer			
Dalton			
Victor			
Sundstrand Listing			
Sundstrand Posting			
Marchant			
Monroe			
Remington Rand Bookkeeping			
Mimeograph			
Multigraph			
National Cash Register Bookkeeping			
Rex-O-Graph			
Ditto (Specify Gelatin, Drum, Fluid)			
Standard Duplicator			
Electromatic Typewriter			
Electromatic Fanfold Biller			
Typewriter			
Dictaphone			
Ediphone			
Other: _____			

- c. What additional training have you had since leaving school? _____

JOB ANALYSIS TIME CHART FOR DUTIES PERFORMED

Miss Morrison
Henry O. Peabody
School for Girls
Norwood, Mass.

Name _____
Week of _____

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00- 9:15					
9:15- 9:30					
9:30- 9:45					
9:45-10:00					
10:00-10:15					
10:15-10:30					
10:30-10:45					
10:45-11:00					
11:00-11:15					
11:15-11:30					
11:30-11:45					
11:45-12:00					
12:00-12:15					
12:15-12:30					
12:30-12:45					
12:45- 1:00					
1:00- 1:15					
1:15- 1:30					
1:30- 1:45					
1:45- 2:00					
2:00- 2:15					
2:15- 2:30					
2:30- 2:45					
2:45- 3:00					
3:00- 3:15					
3:15- 3:30					
3:30- 3:45					
3:45- 4:00					
4:00- 4:15					
4:15- 4:30					
4:30- 4:45					
4:45- 5:00					

REMARKS: The above chart covers an 8-hr. working day for 5 days. Will you list the duties you perform each day and the time allotted for each duty. If you opened mail from 9:00-9:15 this would be listed on the line 9:00-9:15 in each column Monday through Friday. Jot down the information during a lunch or rest period. Perhaps once a day would be enough. DO GET THE CHART FILLED IN. (Use the reverse side for comments)

The time for sending out these questionnaires was carefully considered. In January, of each year, a single follow-up blank is sent to all graduates of the school. It was decided to send out the analysis blanks to graduates of the Business Department before the follow-up blank was mailed. The Job Information Sheets were sent out the latter part of December and 21 returns or 21 per cent came in before the first of January; during January, 17 more returns came in making a total of 38 per cent returns. At this time it was thought advisable to send a second follow-up letter, enclosing another set of forms and an envelope. This second letter was very informal. Some of the first forms contained personal notes requesting information in regard to "school happenings" or what to do about obtaining new positions, and so forth, so that the second letter tried to answer some of these same thoughts and still act as a check up on the first forms sent out. The letter shown on Page 43 was the one used as the follow-up letter. As a result of this second letter 28 more replies were received bringing the total response to the original request up to 66 returns.

By classes the returns could be divided as follows:
(See Table II, Page 44)

Sincerely yours,

Lucy H. Morrison

Enclosures

43

HENRY O. PEABODY SCHOOL FOR GIRLS
NORWOOD, MASSACHUSETTS
TELEPHONE NO. 7-1470

LINCOLN D. LYNCH
SUPERINTENDENT

BLANCHE L. MARCIONETTE
DIRECTOR

February 15, 1948

Dear Barbara,

Won't you make a special effort to return the enclosed forms this week? We are counting on your support!

We have had over forty per cent returns to date and such a splendid response is most encouraging. Indeed, such a response may indicate the possibility of giving business work in an evening course at some future time.

We do want to add your name to our list. When the time comes to set up your placement card we want to have all the information we shall need at that time. To do this we must have your return in very soon. Three calls came in this week for experienced operators. I am sure some of you might have been interested. If we know you are contemplating a change in position, perhaps we could help you if we knew what duties you are performing at the present time.

Some of you have expressed a desire to visit the school. Do plan to come in. It is hoped that the Girls' Lounge will be opened in March. I know you would enjoy seeing what the girls have created.

You will be interested to know that a committee is discussing the final form for the school diploma. It is hoped that they will be able to give you the good news in regard to your certificate very soon.

So plan to do two things:

- ✓ Fill in your forms!
- ✓ Do visit us if possible!

Sincerely yours,

Rose H. Harrison

Enclosures

TABLE II
RETURNS FROM THE QUESTIONNAIRE BY CLASSES

Year	Number Sent Out	Number Received	Per Cent of Returns
1943	13	6	46.15
1944	32	18	56.25
1945	18	15	83.33
1946	24	16	66.66
1947	13	11	84.61
Totals	100	66	

A letter of acknowledgment was sent to each graduate upon receipt of her return. This letter was not a form letter because so many of the graduates enclosed a note when returning the Job Information Sheets that it was more gratifying to answer each return on an individual basis.

In deciding upon the type of question to be included in the questionnaire a great deal of thought and detail was expended. Some of the information was particularly desirable from the standpoint of later use. Statistically,

it was important to find out whether a person was active on a job; if the school had placed a student on her initial job; what percentage of students placed on initial jobs were still on them, what the duties performed were in relation to both initial and present jobs. Other questions dealt with the type of machines used, whether in-service training was provided, what duties had to be learned on a job, what type of employment tests a student must expect to meet with when making application for a position.

In the revised form, Page 39, each graduate was asked to check her present job; in this way it could be possible to find out whether she was employed at the present time. It was a revelation to discover that although the majority of students were in the business field, many were not doing jobs along the line of their specific training. Two were married and no longer working in business and one graduate was completing business college work; another was ill and forced to leave her position.

Although no official placement bureau, as such, has been instituted at the Henry O. Peabody School for Girls, placement is taken care of by each department head. In the case of the Business Department, the office machines instructor and the stenographic instructor do the placement

for the department. It was interesting to note how many students had been placed by the school as compared with an outside agency, or through personal application.

In order to obtain information as to the type of positions, and for what specific duties to prepare a prospective graduate, each girl was asked to list her employer's name, address, the type of business firm in which she was employed, her job duties, and the time spent on these duties. Nothing was asked in regard to her salary for the usual January follow-up sheet takes care of that item. In case a girl had changed from her initial job to a present one, a space was provided for the listing of similar information for the present job.

The Business Department offers three main programs-- stenographic, general clerical, and office machines. In the listing of the duties it would be worth while to find out if the girl in a particular major used her skilled subjects primarily, or whether her cross section of duties revealed a definite overlapping in another field for which she might have had no training in school. Each graduate was asked to break down her own day and list her duties on the Time Chart. This breakdown would provide a study of course content for each major program.

The question in regard to the type of machines used on the job should have primary bearing on the kind of work offered to graduates. For this reason, a rather detailed list of machines was included so that it would be possible to obtain a list of those machines in common use.

The co-operation given by those returning their forms, particularly the detailed filling in of the Time Chart, was most gratifying and surprising. The interest taken by the graduates and their attempts to explain in detail some phase of the job that an ordinary lay person might not grasp was most commendable and very enlightening. The efforts expended by the graduates in returning their Job Information Sheets, and the Time Charts, with time details, should show promise of obtaining the information necessary to fulfill the purpose of this paper as listed on Page 9.

A total of 100 Job Information Sheets and Time Charts were sent out; 66 replies were received. These forms were mailed the latter part of December; 21 returns came in before the first of January; during January, 17 more returns were noted, making a total of 38 per cent returns. The

second follow-up letter resulted in 28 more forms, making the total results sent 100. The importance of a follow-up can be easily noted as a result of this tally.

CHAPTER IV

RESULTS OF SURVEY

The following Tables will attempt to give a composite summary of the results of the Job Information Sheets, Personal Interviews, and Time Charts. No attempt will be made to make separate reports on the three media used to obtain the information desired.

TABLE III

NUMBER AND PER CENT OF REPLIES RECEIVED

Number of Job Information Sheets Sent	Number of Replies Received	Per Cent Replies Returned
100	66	66

A total of 100 Job Information Sheets and Time Charts were sent out; 66 replies were received. These forms were mailed the latter part of December; 21 returns came in before the first of January; during January, 17 more returns were noted, making a total of 38 per cent returns. The

second follow-up letter resulted in 28 more forms, making the total results sent in 66 returns. The importance of a follow-up can be easily noted as a result of this tally.

TABLE IV
COURSE TAKEN WHILE IN THE HENRY O. PEABODY SCHOOL

Course	Number Taking Course	Per Cent in Course
Stenographic	29	43.95
Office Machines	23	34.85
General Clerical	14	21.2
Totals	66	100.

It was interesting to note what proportion of the graduates reporting were listed in the various courses. This information was desirable because a mid-year change might alter the status of the girl from the time of her entrance. No count had been made that gave an over-all picture of the number of graduates from each group who were out on the job. As a result of this question at least two-thirds of the graduates could be divided into a proper grouping.

TABLE V
AGENCIES USED TO PLACE WORKERS ON JOBS

Agency	Placement	Per Cent of Placement
School placement	49	74.24
Personal application	10	15.15
Friends	2	3.03
Other schools	2	3.03
Not listed	2	3.03
Employment agency	1	1.52
Totals	66	100.

The facts discovered in Table V may have a more far-reaching influence than was first thought possible. When a school attempts to do placement, and in this case, only one department in the school is being considered, the time and effort which must be expended and taken away from class teaching time for such work represents a very important factor. These figures indicate that of the 66 returns sent in 49 of them showed that the school had done the placement, or 74.24 per cent. This is quite a large percentage when the facilities provided are considered.

TABLE VII
SPECIFIC DISTRIBUTION OF INITIAL OCCUPATIONS
FOR GRADUATES OF THE HENRY O. PEABODY SCHOOL FOR GIRLS

Initial Occupation	Number Employed	Per Cent of Total Number
Clerk-Typists	17	25.75
Stenographers		16.66

TABLE VI

DISTRIBUTION OF PRESENT OCCUPATIONS

Present Occupation	Number Employed	Per Cent of Total Number
Employed in Business Positions	62	93.93
Unemployed - Operator	3	4.54
Married and not working	2	3.03
Illness	1	1.52
Continuing education	1	1.52
Totals	66	100.

The figures contained in Table VI show that 93.93 per cent of the workers reported are gainfully employed on full-time jobs. None of the reports listed any part-time work and this is significant at the present writing because of the reports now current that management is "tightening" up on job requirements.

TABLE VII
SPECIFIC DISTRIBUTION OF INITIAL OCCUPATIONS
FOR GRADUATES OF THE HENRY O. PEABODY SCHOOL FOR GIRLS

Initial Occupation	Number Employed	Per Cent of Total Number
Clerk-Typists	17	25.75
Stenographers	11	16.66
Secretary	7	10.60
Bookkeeper	4	6.05
Comptometer Operator	4	6.05
Payroll Clerk	3	4.54
Switchboard Operator	3	4.54
Billing Operator	3	4.54
Billing Clerk	2	3.03
Stock Girl	1	1.52
Supervisor	1	1.52
Loan Teller	1	1.52
Assistant Paymaster	1	1.52
Ediphone Operator	1	1.52
Dictaphone Operator	1	1.52
Sales Clerk	1	1.52
Messenger	1	1.52
Salesgirl	1	1.52
Business Assistant	1	1.52
In School	1	1.52
Unlisted	1	1.52
Totals	66	100.

Table VII (See Page 52) reveals information to the effect that 64 out of 66 people reported an initial employment; 64 per cent were employed on a beginning job; one was unlisted; one continued her schooling. It was important also that 35 girls listed that their present job was also the job in which they were initially placed; 28 girls reported that their present job was not their initial job; one, through illness, could not be listed, one was in school; and one who was placed initially gave her job up because of marriage.

Of the 28 reporting that their present jobs were not their initial jobs, the distribution of their present jobs were as follows: (See Table VIII, Page 54)

Of the people reporting a change from the initial job to the present job, ten specified that in order to make the change, experience was required; 7 reported that experience was not necessary; two had to pass a Comptometer test; two took a Civil Service Examination; one had to take a test in mathematics; one took a spelling test; one had to complete a statistical typewriting test satisfactorily; one was given a physical examination, and two took a dictation and typewriting test.

TABLE IX
CLASSIFICATIONS OF EMPLOYERS' BUSINESS ON INITIAL JOBS

(Classifications according to Dun and Bradstreet)*

SPECIFIC DISTRIBUTION AS TO CHANGE TO PRESENT JOBS

Business	Number	Per Cent
Position	Number	Per Cent
Secretary	7	25.0
Stenographer-Clerk	5	17.86
Telephone Operator	3	10.72
Bookkeeper	3	10.72
Clerk	2	7.14
Machine Operator and Clerk	1	3.57
Ledger Clerk	1	3.57
Cashier	1	3.57
Payroll Clerk	1	3.57
Statistical Typist	1	3.57
Typist	1	3.57
Assistant Payroll Clerk	1	3.57
Junior Clerk	1	3.57
Totals	28	100.

*Dun and Bradstreet, Reference Book of Dun and Bradstreet, New York, Book I, Vol. 300, (New York: Dun and Bradstreet, Inc., 1930).

TABLE IX
CLASSIFICATIONS OF EMPLOYERS' BUSINESS ON INITIAL JOBS
(Classifications according to Dun and Bradstreet)*

Business	Number	Per Cent
Manufacturing	23	34.84
Financial	21	31.82
Miscellaneous	8	12.12
Public Utility	7	10.61
Retail Store	3	4.54
Automotive	2	3.03
Foodstuff	1	1.52
Fuel	1	1.52
Totals	66	100.

As the town in which the school is located is primarily a manufacturing center, it was interesting to note that 23, or 34.84 per cent of initial positions were found in such firms.

Of the 23 manufacturing openings, five were in paper manufacturing; three were in textiles; two in appliances;

¹
Dun and Bradstreet, Reference Book of Dun and Bradstreet, New York, Book I, Vol. 300, (New York: Dun and Bradstreet, Inc., 1930).

two in leather; two in printing; two in bookmaking; two in bindery; two in surgical plants; one in floor coverings; one in underwear, and one in textile machinery.

Those included in financial institutions were: banks, eight; insurance companies, eight; loan and credit houses, four; real estate, one. In the miscellaneous group, two were in Town Management; two in service organizations; one position was in a wholesale dry goods firm; one was with the State Department; one in advertising, and one with a school. The public utility group showed one with the railroad; one in aviation; one in transportation. Four were connected with the telephone and telegraph companies. The retail store group had two in department stores, and one in an appliance company. One was listed in auto supplies and one in automobiles. The foodstuff group included one in milk distributing. The fuel group had one listed in a coal company.

From the variety of concerns listed in Table IX (See Page 55) it was concluded that a fairly comprehensive list of job duties should result. The analysis of these duties should allow conclusions to be reached so far as what should be included or excluded in a course of study.

TABLE X

Before a further attempt is made to give the final breakdown of activities in detail, as listed on the Time Chart (See Page 41), additional information in regard to the placement on initial jobs has been listed.

A review of initial job figures revealed that in order to procure positions, fourteen graduates submitted to tests: two took dictation and typewriting; two, Comptometer company tests; one each was listed for the following: extension of figures; Intelligence and ten-minute typewriting copy test; addition of columns; straight typewriting (only net speed counted); Western Union Company test; arithmetic and typewriting; Speed and Intelligence; Civil Service, Junior Clerk; Mental and Physical; number and name checking. Forty applicants did not have to take tests; twelve failed to list if a test had been given.

Another item of interest was the type of department in which a graduate had been placed initially. In doing placement, the wishes, interests, and aptitudes of the individual were followed insofar as was possible. The following classification of departments seemed to bear out the idea that the initial worker needed to be oriented before specializing on any job. Five of the girls listed in Table X (See Page 58), were in one-girl offices and were included under the heading of "general" department.

TABLE X
INITIAL PLACEMENT ACCORDING TO DEPARTMENTS IN BUSINESS

Department	Number	Per Cent
General	22	33.33
Bookkeeping	5	7.57
Order	4	6.04
Treasury	3	4.54
Stenographic	3	4.54
Traffic	3	4.54
Auditing	2	3.03
Accounting	2	3.03
Dividend Unit	2	3.03
Cost and Payroll	2	3.03
Sales	2	3.03
Time and Cost	2	3.03
Adult	1	1.52
Real Estate	1	1.52
Billing	1	1.52
Tool Design	1	1.52
Cost.	1	1.52
Benefit	1	1.52
Boys	1	1.52
Loan	1	1.52
Credit	1	1.52
Extension	1	1.52
Mail Delivery	1	1.52
Delivery	1	1.52
Addressoplate	1	1.52
Typewriting	1	1.52
Totals	66	100.

Initial workers expressed a desire to work in a large office where they felt it would be possible to learn more about the business, to get an over-all picture of the flow of work and their part in it. Of the 28 graduates

placed in general departments, 17 had expressed a wish to be in such a department.

In contrast with this grouping, as listed in Table X, (See Page 58), were the 28 graduates who advanced from initial placement to their present jobs. The departments in which they were placed were as follows:

TABLE XI
DEPARTMENT PLACEMENT OF THOSE WHO CHANGED POSITIONS

Department	Number	Per Cent
Bookkeeping and Accounting	5	17.87
General	4	14.22
Payroll	4	14.22
Secretarial	4	14.22
Traffic	2	7.15
Transportation	1	3.58
Statistical	1	3.58
Sales	1	3.58
Stock	1	3.58
Mailing	1	3.58
Main	1	3.58
Shipping	1	3.58
Personnel and Records	1	3.58
Vice President's Office	1	3.58
Totals	28	100.

It was interesting to note the increase in personnel in several departments. Experience on the job enabled those girls, when making a change, to find an outlet for certain types of particular training which were not apparent on initial jobs.

Reasons given for leaving jobs were: no advancement or promotion, (6); disliked commuting, (5); not enough salary, (3); needed more skill, (2); poor hours and working conditions, (2); work too routine, (1); reduction in force, (1); "wanted too much," (1); and no interest, (1).

A factor which might be of interest to students and teachers was that sixty-two graduates felt that accuracy alone was more important than speed as a necessary job trait. Twenty-nine felt that both accuracy and speed were essential but could make no decision as to which they felt was required on the job.

Twenty-nine girls stated their work was increased at the end of each month; eight listed an increase at the end of the year; five stressed the fact that their eight-hour day was increased and work piled on at the end of the week to take care of not coming in on the half-day on Saturday; four said "seasonal" buying increased their work; four thought the beginning of the month showed an increase; two stated that quarterly their overtime hours were more

TABLE XII
MAIN SKILL NEEDED FOR JOB OPERATION

than usual; one each stated that the end of a marking period, and when "charge" orders were received made an increased working load. Four had no increase in hours worked.

Twenty-five workers stated that their work was always checked before leaving the department; nineteen did not have it checked; six occasionally had it checked.

Twenty-one girls had instructions to follow on the job; twenty-eight did not, while the remainder worked under supervision where they could check very easily on instructions.

Of the special abilities or skills needed for their main job operation, the items listed in Table XII (See Page 62), were given as requisites.

Hearing	2	3.12
Commonsense	2	3.12
Ability to type numbers	2	3.12
Filing	1	1.56
English	1	1.56
Alertness	1	1.56
Ability to deal with people	1	1.56
Alphabetizing names for lists	1	1.56

TABLE XII
MAIN SKILL NEEDED FOR JOB OPERATION

Skill	Number Reporting	Per Cent Reporting
Typewriting	18	28.12
Accuracy	9	14.06
Shorthand	8	12.5
Working with figures	6	9.37
Comptometer	5	7.5
Ability to follow instructions	5	7.5
Machine operation sense	5	7.5
Bookkeeping	5	7.5
Memory	5	7.5
Judgment	4	6.25
Speed	3	4.68
Ability to use telephone	3	4.68
Mimeographing	3	4.68
Hearing	2	3.12
Commonsense	2	3.12
Ability to type numbers	2	3.12
Filing	1	1.56
English	1	1.56
Alertness	1	1.56
Ability to deal with people	1	1.56
Alphabetizing names for lists	1	1.56

An interesting comparison was listed as to the length of time spent on initial and in present positions:

TABLE XIII

LENGTH OF TIME SPENT ON INITIAL AND PRESENT JOBS

Time	Initial Job	Present Job
Two weeks	0	1
One month	2	1
Two months	1	4
Three months	1	1
Four months	1	1
Five months	1	1
Six months	2	2
Eight months	0	1
Nine months	2	1
Ten months	1	0
One year	6	2
One year, two months	1	0
One year, three months	0	1
One year, five months	0	1
One year, six months	9	0
One year, seven months	1	0
One year, eight months	2	0
Two years	13	6
Two years, four months	0	1
Two years, six months	1	1
Two years, eight months	0	1
Three years	4	0
Three years, six months	0	2
Not listed	18	0
Totals	66	28

For purposes of checking machine equipment, one of the items listed on the Job Information Sheet (See Page 40), dealt with the problem of machines used on the job. The results obtained showed:

TABLE XIV
MACHINES USED ON THE JOB

Kind of Machine	Number Reporting	Per Cent Reporting
Typewriter	46	71.87
Comptometer	21	32.81
Mimeograph	16	25.0
Burroughs Calculator	16	25.0
Burroughs Listing	14	21.87
Electromatic Typewriter	13	20.31
Burroughs Bank Posting	7	10.93
Ditto (Fluid 5; Gelatin 2)	7	10.93
Electromatic Fanfold Biller	6	9.37
Dictaphone	6	9.37
Addressograph	6	9.37
Ediphone	5	7.5
Monroe Calculator	5	7.5
National Cash Register	5	7.5
Burroughs #7800 Bookkeeping	5	7.5
Dalton Listing	4	6.25
Cancelling Machine	4	6.25
Recordak	4	6.25
Sundstrand Listing	3	4.68
Standard Duplicator	3	4.68
Burroughs #7200 Biller	3	4.68
Marchant Calculator	2	3.12
Multigraph	2	3.12
Payroll	2	3.12
Savings	2	3.12
Teletype	2	3.12
Remington Adding	2	3.12
Printing Press	1	1.56
Elliot-Fisher Biller (Flat)	1	1.56
Rex-O-Graph	1	1.56
Sundstrand Posting	1	1.56

Sixty-four graduates filled in their Time Charts for the average 40-hour week. Two girls did not list their duties on their charts. Table XV (See Pages 66-69), has been set up to show the total daily hours consumed in the performance of the various duties. Each activity has been ranked according to the total daily hours consumed. As 88 duties were reported, the total number of duties (88) were divided into as even groups of ten as possible in order to find the decile rank. The highest group of activities was designated as decile "1," the next "2," and so on to the lowest or tenth decile. Each activity found in the first group of 8.8 was assigned the figure "1," to indicate that it belonged to the first 10 per cent of the 88 duties performed by the graduates. The number "2" was assigned to each activity in the second group of duties, and so on down through the tenth group.

TABLE XV

ACTIVITIES LISTED ON TIME CHARTS
(Based on Total Daily Hours Consumed for a One-Week Period)

Rank	Activity	Decile	Number Reporting	Total Daily Hr.	Total Weekly Hr.
1	Transcribing - Memos, Letters, Drafts	1	40	49.5	247.5
2	Typewriting (Straight copy)	1	18	47.5	237.5
3	Bookkeeping Machine	1	11	40.	200.
4	Switchboard (Relief)	1	6	30.	150.
5	Operating Pay Roll Machine	1	8	28.	140.
6	Pay Roll Sheets	1	17	24.	120.
7	Dictation	1	16	23.	115.
8	Billing Machine	1	6	21.	105.
9	Order Writing	2	9	19.	95.
10	Filing	2	6	16.75	83.75
11	Checking Invoices	2	5	16.5	82.5
12	Posting Accounts	2	9	15.5	77.5
13.5	Waiting on Customers	2	6	14.	70.
13.5	Operating Switchboard	2	2	14.	70.
13.5	"Labor Ledger"	2	2	14.*	14.*
16	Telephoning	2	10	13.5	67.5
17.5	Journal Post	2	5	13.	65.
17.5	Figure Time Sheets	2	2	13.	65.
19	Receptionist	3	4	12.5	62.5
20.5	Sending out Mail	3	13	11.75	58.75
20.5	"Sight" Post	3	6	11.75	58.75
*Also weekly total					

TABLE XV (continued)

ACTIVITIES LISTED ON TIME CHARTS
(Based on Total Daily Hours Consumed for a One-Week Period)

Rank	Activity	Decile	Number Reporting	Total Daily Hr.	Total Weekly Hr.
22	Extending Time Sheets	3	4	11.	55.
23	A/R (Manual)	3	4	10.5	52.5
24	Copying Statements	3	5	10.	50.
25.5	Personnel Records	3	3	9.	45.
25.5	Dictaphone	3	2	9.	45.
25.5	Supervising work of others	3	2	9.	45.
28	Making out checks	4	5	8.25	41.25
29	Opening mail	4	14	7.25	36.25
30.5	Pre-Listing	4	5	7.	35.
30.5	Selling	4	1	7.	35.
30.5	Figuring Packing Sheets	4	1	7.	35.
30.5	Sorting Checks	4	4	7.	35.
30.5	Figuring Cost Sheets	4	1	7.	35.
35.5	Filing	5	4	6.	30.
35.5	Teller	5	3	6.	30.
35.5	Figuring Orders	5	3	6.	30.
38	Time Cards	5	4	5.75	28.75
39	Bank Depositing	5	6	5.5	27.5
40	Running Errands	5	6	5.25	26.25
41.5	Addressograph Plates	5	3	5.	25.
41.5	Ediphone	5	1	5.	25.
43.5	Comptometer (Addition - Multi- plication)	5	4	4.5	22.5
43.5	Typing Bills	5	2	4.5	22.5

TABLE XV (continued)

ACTIVITIES LISTED ON TIME CHARTS
(Based on Total Daily Hours Consumed for a One-Week Period)

Rank	Activity	Decile	Number Reporting	Total Daily Hr.	Total Weekly Hr.
45	Checking Orders	6	1	4.08	20.40
46.5	Interviewing	6	2	4.	20.
46.5	Charging Books	6	2	4.	20.
46.5	State Reports	6	2	4.	20.
49	Mailing Deposits	6	7	3.75	18.75
50.5	Typing Policies	6	2	3.5	17.5
50.5	Insurance Reports	6	1	3.5	17.5
52.5	Insurance Receipts	6	2	3.	15.
52.5	Sending Orders	6	2	3.	15.
52.5	Cashiering	6	1	3.	15.
52.5	Billing Machine (#7200)	6	1	3.	15.
52.5	Recapitulation Sheets	6	1	3.	15.
57.5	Attendance Sheets	7	3	2.5	12.5
57.5	Canceling Checks	7	3	2.5	12.5
59.5	Stencils	7	2	2.25	11.25
59.5	Recordak	7	4	2.25	11.25
61.5	Savings Machine	7	2	2.	10.
61.5	Photostat	7	2	2.	10.
61.5	Minutes of Meetings	7	2	2.	10.
61.5	Estimating Floor Coverings	7	1	2.	10.
61.5	Filling in Insurance Forms	7	1	2.	10.
61.5	Extending Inventories	7	1	2.	10.
61.5	Figure Shipments and B/L	7	1	2.	10.

TABLE XV (continued)

ACTIVITIES LISTED ON TIME CHARTS
(Based on Total Daily Hours Consumed for a One-Week Period)

Rank	Activity	Decile	Number Reporting	Total Daily Hr.	Total Weekly Hr.
68.5	Preparing Desk for Day	8	6	1.75	8.75
68.5	Preparing Writs	8	2	1.75	8.75
68.5	Cleaning Typewriter	8	4	1.75	8.75
68.5	Trips to Post Office	8	2	1.75	8.75
68.5	Income Tax Forms	8	6	1.75	8.75
73.5	Unlocking of Files	9	3	1.5	7.5
73.5	Opening of Office	9	1	1.5	7.5
73.5	Checking Ledger Cards	9	3	1.5	7.5
76	Printing Checks	9	2	1.25	6.25
77.5	Balancing Cash	9	4	1.	5.
77.5	Photograph "Transits"	9	2	1.	5.
77.5	Photograph "Other" checks	9	1	1.	5.
77.5	Letter Folding	9	1	1.	5.
77.5	Typing Loans	9	1	1.	5.
77.5	In-Stock Reports	9	1	1.	5.
83.5	Proving Posting	10	2	.75	3.75
83.5	Ditto Slips	10	2	.75	3.75
83.5	Rolling Money	10	1	.75	3.75
86.5	Typing Order Labels	10	1	.50	2.5
86.5	"Coffee List"	10	2	.50	2.5
88	Money Orders	10	1	.25	1.25
Total				3,444.4	

In Table XV (See Pages 66-69), the items were arranged according to the total number of daily hours consumed in the performance of the various duties. Table XVI (See Pages 71-74) has been prepared on the basis of the number of persons reporting the activity. The rank and deciles found in Table XV have been used in the listing of the items in Table XVI to show how the status was affected when listed by the number of persons reporting rather than by the total number of daily hours consumed.

One of the questions asked on the Job Sheet (See Page 39) was for the purpose of finding out what the graduates believed should be learned on the job. Varying comments were given, some of them lengthy, but not exacting enough to summarize. The following might be of interest, however: "the will to do"; handling mail; teletype; sorting; clearing checks; answering the phone; taking orders over the phone; all types of legal forms; addressograph work; filing; proving of work; social security and tax forms; payroll, and personnel records.

Of those duties which proved difficult on the job the following were listed: taking orders over the phone; payroll; taking letters; ordering merchandise; monthly reports; tax work; shift differential payrolls; firm terminology, particularly in aviation and radio; forms for contracts; typing of legal forms; mortgage payments, and shouldering responsibility.

TABLE XVI

ACTIVITIES LISTED ON TIME CHARTS
(Based on Number of Persons Reporting for the 40-Hour Week)

Rank	Activity	Decile	Persons Reporting	Total Daily Hr.	Total Weekly Hr.
1	Transcribing - Memos, Letters, Drafts	1	40	49.5	247.5
2	Typewriting (Straight copy)	1	18	47.5	237.5
6	Pay Roll Sheets	1	17	24.	120.
7	Dictation	1	16	23.	115.
29	Opening Mail	4	14	7.25	36.25
20.5	Sending out Mail	3	13	11.75	58.75
3	Bookkeeping Machine	1	11	40.	200.
16	Telephoning	2	10	13.5	67.5
9	Order Writing	2	9	19.	95.
12	Posting Accounts	2	9	15.5	77.5
5	Pay Roll Machine	1	8	28.	140.
49	Mailing Deposits	6	7	3.75	18.65
8	Billing Machine	1	6	21.	105.
10	Filing	2	6	16.75	83.75
13.5	Waiting on Customers	2	6	14.	70.
20.5	"Sight" Post	2	6	11.75	58.75
4	Switchboard (Relief)	3	6	30.	150.
39	Bank Depositing	1	6	5.5	27.5
40	Running Errands	5	6	5.25	26.25
68.5	Preparing Desk for Day	5	6	1.75	8.75
68.5	Income Tax Forms	8	6	1.5	7.5
11	Checking Invoices	8	5	16.5	82.5

TABLE XVI (continued)

ACTIVITIES LISTED ON TIME CHARTS
(Based on Number of Persons Reporting for the 40-Hour Week)

Rank	Activity	Decile	Persons Reporting	Total Daily Hr.	Total Weekly Hr.
17.5	Journal Post	2	5	13.	65.
24	Copying Statements	3	5	10.	50.
28	Making out checks	4	5	8.25	41.25
30.5	Pre-Listing	4	5	7.	35.
19	Receptionist	3	4	12.5	62.5
22	Extending Time Sheets	3	4	11.	55.
23	A/R (Manual)	3	4	10.5	52.5
30.5	Sorting Checks	4	4	7.	35.
35.5	Filing	5	4	6.	30.
38	Time Cards	5	4	5.75	28.75
43.5	Comptometer (Addition and Multiplication)	5	4	4.5	22.5
59.5	Recordak	7	4	2.25	11.25
68.5	Cleaning Typewriters	8	4	1.75	8.75
77.5	Balancing Cash	9	3	1.	5.
25.5	Personnel Records	3	4	9.	45.
35.5	Teller	5	3	6.	30.
35.5	Figuring Orders	5	3	6.	30.
41.5	Addressograph Plates	5	3	5.	25.
57.5	Attendance Sheets	7	3	2.5	12.5
57.5	Canceling Checks	7	3	2.5	12.5
73.5	Unlocking Files	9	3	1.5	7.5
73.5	Checking Ledger Cards	9	3	1.5	7.5

TABLE XVI (continued)

ACTIVITIES LISTED ON TIME CHARTS
(Based on Number of Persons Reporting for the 40-Hour Week)

Rank	Activity	Decile	Persons Reporting	Total Daily Hr.	Total Weekly Hr.
13.5	Operating Switchboard	2	2	14.	70.
13.5	"Labor Ledger"	2	2	14.	14. *
17.5	Figuring Time Sheets	2	2	13.	65.
25.5	Dictaphone	3	2	9.	45.
25.5	Supervising Work of Others	3	2	9.	45.
43.5	Typing Bills	5	2	4.5	22.5
45	Charging Books	6	2	4.	20.
46.5	Interviewing	6	2	4.	20.
46.5	State Reports	6	2	4.	20.
50.5	Typing Policies	6	2	3.5	17.5
50.5	Insurance Receipts	6	2	3.	15.
52.5	Sending Orders	6	2	3.	15.
59.5	Stencils	7	2	2.25	11.25
61.5	Savings Machine	7	2	2.	10.
61.5	Photostat	7	2	2.	10.
61.5	Minutes of Meetings	7	2	2.	10.
68.5	Prepare Writs	8	2	1.75	8.75
68.5	Trips to Post Office	8	2	1.75	8.75
76	Printing Checks	9	2	1.25	6.25
77.5	Photograph "Transits"	9	2	1.	5.
83.5	Prove Posting	10	2	.75	3.75
83.5	Ditto Slips	10	2	.75	3.75

TABLE XVI (continued)

ACTIVITIES LISTED ON TIME CHARTS
(Based on Number of Persons Reporting for the 40-Hour Week)

Rank	Activity	Decile	Persons Reporting	Total Daily Hr.	Total Weekly Hr.
86.5	"Coffee List"	10	2	.50	2.5
30.5	Selling	4	1	7.	35.
30.5	Figure Packing Sheets	4	1	7.	35.
30.5	Figure Cost Sheets	4	1	7.	35.
41.5	Ediphone	5	1	5.	25.
45	Checking Orders	6	1	4.08	20.40
50.5	Checking Insurance Reports	6	1	3.5	17.5
52.5	Cashiering	6	1	3.	15.
52.5	Billing Machine (#7200)	6	1	3.	15.
52.5	Recapitulation Sheets	6	1	3.	15.
61.5	Estimating Floor Coverings	7	1	2.	10.
61.5	Filling in Insurance Forms	7	1	2.	10.
61.5	Extending Inventories	7	1	2.	10.
61.5	Figuring Shipments and B/L	7	1	2.	10.
73.5	Opening of Office	9	1	1.5	7.5
77.5	Photograph "Other" Checks	9	1	1.	5.
77.5	Letter Folding	9	1	1.	5.
77.5	Typing Loans	9	1	1.	5.
77.5	In-Stock Reports	9	1	1.	5.
83.5	Rolling Money	10	1	.75	3.75
86.5	Typing Order Labels	10	1	.50	2.5
88	Money Orders	10	1	.25	2.25

88	2	Money Orders	10	1	52
89	2	Traveling Expenses	10	1	52
90	2	Postage	10	1	52
91	2	Telephone	10	1	52
92	2	Insurance	10	1	52
93	2	Medical	10	1	52
94	2	Food	10	1	52
95	2	Shelter	10	1	52
96	2	Transportation	10	1	52
97	2	Utilities	10	1	52
98	2	Entertainment	10	1	52
99	2	Gifts	10	1	52
100	2	Other	10	1	52
101	2	Bank	10	1	52
102	2	Interest	10	1	52
103	2	Dividends	10	1	52
104	2	Capital Gains	10	1	52
105	2	Losses	10	1	52
106	2	Net Income	10	1	52
107	2	Retained Earnings	10	1	52
108	2	Dividends Paid	10	1	52
109	2	Other Payments	10	1	52
110	2	Balance Forward	10	1	52

Bank	Account	Debit	Credit	Balance	Debit	Credit	Balance
------	---------	-------	--------	---------	-------	--------	---------

(Based on number of persons reported for the 10-hour week)
ADJUSTMENTS MADE ON LINE CHARGE

TABLE XVI (continued)

In answer to the question "What would happen if there were errors in your work?" the comments given ranged from "embarrassment, loss of money, discharge, cheating of customer," to "took too much time, nothing very serious, would have to be done over." The "doing over" item seemed to be listed most frequently and it was usually followed by some comment in regard to a "call down" or "lowering in rating" stipulation after it. As it was interpreted differently for each type of duty it was difficult to get a composite list.

Not only was it desirable to have a complete listing of all job duties, but a tabulation of the individual type of duty under such headings as Bookkeeping, Typewriting, Filing, and so forth was sought. The following tables have been set up in accordance with the type of work each girl listed under the various headings of Filing, Bookkeeping, Typewriting, Dictation, and Miscellaneous duties. The number of weekly hours given in each table represents the total number of hours taken from Table XV (See Pages 66-69), for each type of duty which would be listed under the following tables:

Table XVII showed the need for more filing work

In answer to the question "What would happen if there were errors in your work?" the comments given ranged from "embarrassment, loss of money, discharge, cheating of customer," to "took too much time, nothing very serious, would have to be done over." The "doing over" item seemed to be listed most frequently and it was usually followed by some comment in regard to a "call down" or "lowering in rating" stipulation after it. As it was interpreted differently for each type of duty it was difficult to get a composite list.

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TABLE XVII
INITIAL FILING DUTIES
(Based on 83.75 weekly hours)

Material handled	Number Reporting	Per Cent Reporting
Letters	15	23.43
Cards	13	20.31
Bills	10	15.62
Invoices	8	12.5
Checks and Deposits	5	7.5
Legal Forms	4	6.25
Reports	3	4.68
Attendance Sheets	3	4.68
Bills of Lading	2	3.12
Registers	2	3.12
Blueprints	1	1.56
Contracts	1	1.56
A/R Statements	1	1.56
Sample Books	1	1.56
Policies	1	1.56
Operating Sheets	1	1.56

Table XVII showed the need for more filing work

on letters, cards, bills, and so forth. The ordinary person thinks of filing in terms of "correspondence" and fails to take into consideration the fact that many types of material have to be handled by the employee under this general title.

In Table XVIII (See Page 78), the need for more work on time cards and payroll sheets was shown. Sales slips, ledger cards, statement forms, and checks should receive more consideration.

Table XIX (See Pages 79-80) showed the need for more work in typewriting on envelopes, working with rough drafts, bills, alignment of material for fill-ins, cards, statements, working with "masters" or stencils, and typing of invoice forms.

In Table XX (See Page 81) it was shown that more duties such as answering the telephone, looking up material or putting away material in the files, sorting and checking of items on statements, invoices, cards, or letters, duplicating bulletins, attending to the mail, and so forth should be given to the students.

Table XXI (Page 82) showed that although letters seemed to be dictated most, sales bulletins, credit letters, and memorandums should be given some attention.

TABLE XVIII

INITIAL BOOKKEEPING DUTIES
(Based on 875.25 total weekly hours)

Kind of Duty	Number Reporting	Per Cent Reporting
Manual:		
Payroll and Time Cards	8	12.5
Sales Slips	8	12.5
Figuring accounts	7	10.93
Monthly Reports	5	7.5
Annual Sales	4	6.25
Weekly Production Records	2	3.12
Loans	2	3.12
Scrap Value	1	1.56
Inventory	1	1.56
Figuring Costs	1	1.56
Machine:		
Addition of figures	10	15.62
Bank Posting Accounts	6	9.37
Bills	4	6.25
Ledger Cards	4	6.25
Accounts Receivable Accounts	4	6.25
Dividends	2	3.12
Loan Items	2	3.12
Thriftichecks	1	1.56
Savings	1	1.56

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(Based on 875.25 total weekly hours)

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Manual:		
Payroll and Time Cards	8	12.5
Sales Slips	8	12.5
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Inventory	1	1.56
Figuring Costs	1	1.56
Machine:		
Addition of Figures	10	15.62
Bank Posting Accounts	6	9.37
Bills	4	6.25
Ledger Cards	4	6.25
Accounts Receivable Accounts	4	6.25
Dividends	2	3.12
Loan Items	2	3.12
Thrift Checks	1	1.56
Savings	1	1.56

TABLE XIX
INITIAL TYPEWRITING DUTIES
(Based on 620 weekly hours)

Duty	Type of material	Number Reporting	Per Cent Reporting
1	Envelopes	20	31.25
2	Letters - Form, rough drafts	18	28.12
3	Transcribing letters	12	18.75
4	Bills	11	17.18
5	Form fill-ins	9	14.06
6	Cards	9	14.06
7	Statements	7	10.93
8	Masters and Stencils	7	10.93
9	Invoices	5	7.5
10	Reports	5	7.5
11	Checks	5	7.5
12	Bills of Lading	4	6.25
13	Orders	4	6.25
14	Insurance Policies and Forms	4	6.25
15	Legal Forms	4	6.25
16	Certificates	3	4.68
17	Straight copy	3	4.68
18	Price Lists and Sheets	3	4.68
19	Sales Tickets	3	4.68
20	Records	2	3.12

TABLE XIX (continued)
 INITIAL TYPEWRITING DUTIES
 (Based on 620 weekly hours)

Duty	Type of Material	Number Reporting	Per Cent Reporting
21	Requisitions	2	3.12
22	Registration Sheets	2	3.12
23	Lists	2	3.12
24	Overdraft Notices	2	3.12
25	Vouchers	2	3.12
26	Radio Script	1	1.56
27	"Log"	1	1.56
28	Tool Cards	1	1.56
29	Collection Letters	1	1.56
30	Charters	1	1.56
31	Cases	1	1.56
32	Agendas	1	1.56
33	Teletype Messages	1	1.56
34	Speeches	1	1.56
35	Loans and Agreements, Drafts	1	1.56
36	Contracts	1	1.56
37	Minutes of Meetings	1	1.56
38	Inventories	1	1.56
39	Statistical Forms	1	1.56
40	Town and State Reports	1	1.56

TABLE XX
 MISCELLANEOUS DUTIES
 (Based on 1865.4 weekly hours)

Duty	Number Reporting	Per Cent Reporting
Attend to Telephone	14	21.87
Look up Correspondence (letters)	13	20.31
Checking on bills, cards, checks	11	17.18
Sorting slips, bills, checks,	8	12.5
Sending mail	7	10.93
Checking work of others	7	10.93
Switchboard	6	9.37
Cashiering	6	9.37
Mail trips	5	7.5
Mimeographing	5	7.5
Duplicating bulletins	5	7.5
Weighing mail	4	6.25
Waiting on customers	4	6.25
Entering grades	3	4.68
Making receipts	3	4.68
Ditto attendance sheets	3	4.68
Shave records	2	3.12
Photostat checks	2	3.12
Supervising new girls	1	1.56
Setting up files	1	1.56

TABLE XXI
 DICTATION DUTIES
 (Based on 115 weekly hours)

Type of material	Number of Persons Reporting	Per Cent Reporting
Letters	14	21.87
Sales Bulletins	2	3.12
Credit Information	2	3.12
Agendas	1	1.56
Policies	1	1.56
Cases	1	1.56
Textbook	1	1.56
Forms	1	1.56

The information contained in Tables XVIII-XXI (See Pages 78-82) would be of value to a vocational school curriculum because of the stress on skill work. In an ordinary high school a course is usually built around the text to be used for a particular class; in a vocational class, the necessary items needed on a job must be sought and instruction given along those lines.

Of the total 3,444.4 weekly hours spent in performing the duties listed, 83.75 weekly hours were devoted to Filing; 875.25 weekly hours to Bookkeeping duties, both

manual and machine; 620 weekly hours were given over to typewriting; 115 weekly hours to dictation, and 1,865.4 weekly hours to miscellaneous duties.

As early as 1935, Earl W. Barnhart¹ discovered that during the past fifty years there had been a trend toward increasing the numbers of persons employed as clerical workers. This trend was very marked and rapid. It was also discovered that each year a smaller proportion of high school business graduates secured stenographic positions immediately upon graduation.²

Doctor Potter in her study³ showed that the number of people needed for clerical work was reflected in school enrollments. The figures listed in the Biennial Survey of Education for 1934-46 gave further proof for this growth: (See Table XXII, Page 84)

¹ Earl W. Barnhart, "National Business Education Outlook," National Commercial Teachers' Federation First Yearbook, 1935, p. 38.

² Ibid., p. 42.

³ Potter, op. cit., p. 7.

¹ United States Government, Biennial Survey of Education in the United States, Statistical Summary of Education 1937-38, Bulletin 1940, No. 2, Table 24, p. 24.

² Potter, op. cit., p. 7.

TABLE XXII¹

ENROLLMENTS IN BUSINESS SUBJECTS
IN SECONDARY SCHOOLS 1922-1934

Subject	1922	1928	1934
Bookkeeping	270,517	309,138	442,938
Shorthand	191,901	251,631	404,237
Typewriting	281,524	439,379	749,315
Office Practice	7,721	40,848	72,072

The percentage increase of the year 1934 over 1922 showed the growth to be: Bookkeeping, 63.7 per cent; Shorthand, 110.6 per cent; Typewriting, 166.2 per cent; and Office Practice, 834.7 per cent. This last figure showed the fast spurt upward in the general clerical field.²

In estimating the subject enrollment in business subjects in high schools in 1942, Doctor Potter gauged the enrollments to be: (See Table XXIV, Page 85)

¹ United States Government, Biennial Survey of Education in the United States, Statistical Summary of Education 1937-38, Bulletin 1940, No. 2, Table 24, p. 24.

² Potter, op. cit., p. 7.

TABLE XXIII¹

ESTIMATED SUBJECT ENROLLMENT IN BUSINESS
SUBJECTS IN SECONDARY SCHOOLS, 1942

Subject	Per Cent of Public High Enrollment	Estimated En- rollment Based on 6,834,000
Shorthand	9	615,000
Typewriting	17	1,161,000
Bookkeeping	10	683,000
Office Practice	1 3/4	135,000
Office Machines	**	13,000

These figures indicated the rapid growth in Office Practice by increasing 85.8 per cent in 1942 over 1934. Office Machines made its first appearance in a listing by itself as it had been previously considered a part of Office Practice.

The results of the analysis of the duties performed by the graduates of the Henry O. Peabody School for Girls would seem to be in keeping with the phenomenal growths

¹
Ibid., p. 8.

in certain areas of activities, particularly in the machines area.

As a result of the analysis undertaken and of the results obtained, the various recommendations and summaries have been made. Each proposal considered was based on the information gained in analyzing the job duties performed by the graduates on their initial and present jobs.

1. The time element involved in the performance of these duties
2. The type of firm in which these duties were performed
3. Those duties which reflect or have had a consistent bearing on the preparation given in school.

As a result of the astonishing growth of general clerical workers, mechanization of job procedures, and development in curriculum offerings, business and education have a common meetingplace. The larger the concern, the more interest is evidenced because of the necessity of hiring general clerical workers.

In an effort to discover necessary information it was decided to contact 100 graduates of the Business

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The basic purpose of this study was to make a graphic presentation of:

1. The duties that were performed by the business graduate since her initial placement, as well as at the present time
2. The time element involved in the performance of these duties
3. The type of firm in which these duties were performed
4. Those duties which reflect or have had a consistent bearing on the preparation given in school.

As a result of the astonishing growth of general clerical workers, mechanization of job procedures, and development in curriculum offerings, business and education have a common meetingplace. The larger the concern, the more interest is evidenced because of the necessity of hiring general clerical workers.

In an effort to discover necessary information it was decided to contact 100 graduates of the Business

Department of the Henry O. Peabody School for Girls. To enable the graduates to channel information along the lines desired, a letter of transmittal, a Job Information Sheet, and a Time Chart were given to each graduate.

These sheets were analyzed further to determine (1) how initial and present jobs were found; (2) the type of firm in which these jobs had been found; (3) the kind of duties performed; (4) the time element spent on each duty; and (5) the types of tests given initial workers.

In examining the data submitted by the graduates it was found that:

1. School placement far outranked any other agency for placing workers on a job.
2. Of those workers placed on initial jobs the greater per cent were placed in general clerical jobs until they became oriented to the business; the second group of workers were placed in stenographic positions; those using the highly skilled machines were in the third group.
3. Of those students who had been placed initially in the general clerical group, little change was noted in the kind of work done until after approximately five months had elapsed; the change then consisted of having some additional

duties added to the basic job, or an advance on the job by being delegated more responsibility.

For instance, a girl on a dividend machine in an insurance company would be given the added work of in-service training. This would be carried on while she did her own day's work.

4. In changing jobs it was noticed that a girl with a high degree of machine skill could adapt herself to another type of machine involving similar work or skill.
5. In the stenographic positions, it was noted that although the girl might be in a stenographic "pool" when placed initially, she gradually shifted into a "repeat" secretary group. The same person would call for her services to the extent that she would be assigned work outside of the "pool."
6. Those who had proficiency on a machine had no difficulty in finding opportunity to change, but the change meant little in increased wages; the salary pattern was more or less set for mechanistic jobs, regardless of the amount of experience the operator could offer; the exception to this would be in the case of a girl having an allied

skill where she could offer two types of service.

7. Of those stenographic girls who went out on a job in the organizing years of the program, it was found that nearly all commented on the fact that they needed some type of calculator or machine skill to supplement the work on the job.
8. Of those people listed in the general clerical group, their duties consisted of typewriting, filing, cashiering, depositing, caring for mail, messenger work, looking up material in files, some order work, and some hand billing work.
9. The type of machines listed as being used on jobs represented many skill machines, some of which would not be included in an office practice program on a secondary level.
10. Many periphery skills were involved in the performance of tasks in all levels, but particularly was it noted on the general clerical and office machines level.
11. All workers stressed the fact that the art of telephoning was a necessary adjunct to the duties they performed.
12. Of those workers who were placed in Bookkeeping

17. Departments, most of the work involved checking figures, extending figures, sales summaries, figuring cost and payroll sheets, doing work on customers' accounts, figuring coded cost accounting sheets, and figuring time cards. Few girls had to handle a "complete set of books."
13. Those reporting work on calculating machines, listed the processes of subtraction, addition, and multiplication as the common processes; division was used least of all.
14. Because so many items are listed for the purpose of checking, those reporting stated that listing machines were used almost constantly.
15. Many girls worked along at their own pace and without any pattern to follow other than what they had set up for themselves; this made a difference in listing their day's work on the time chart and it made a variance in standards of production.
16. Of those reporting only seven had in-service training given them; two of these were sent for six weeks to the Comptometer School, and one to the Burroughs School. At the time they were in the Henry O. Peabody School no machines work had been offered.

17. Of the total 3,444.4 weekly hours listed for the performance of jobs, according to the Time Charts, 1,865.4 hours were devoted to miscellaneous duties; 875.25 to manual and machine bookkeeping duties; 620 hours to typewriting; 115 hours to dictation, and 83.75 hours to filing.

RECOMMENDATIONS:

1. Some provision should be made whereby a teacher, or teachers are freed to make placement contacts, have placement files and be able to have time to do follow-up work.
 - a. As a result of this study, every employer has been contacted and a letter of recommendation for each girl has been made part of her record; this was carried on as an additional project.
2. Those girls who enter the school for vocational work should be given an allied skill on at least two or more machines if she is a clerical major; if a girl is majoring in machines her skill should be developed to a high degree of proficiency on

- at least three main units, if possible, with semiskilled work on two allied units.
3. The type of machines listed demand more time to develop a high degree of proficiency than what is allowed in the ordinary high school curriculum.
 4. Periphery skills need to be stressed more in general clerical preparation as this type of training speeds up production on the job.
 5. More telephone work should be included in the course of study.
 6. Costs, payroll and time sheets, tax forms instruction need to be expanded.
 7. As manufacturing concerns and banks led the list of firms hiring the graduates, a survey of these two particular types would be of inestimable value in setting up the type of work to be included in the course pattern.
 8. Of the numerous firms situated in the Town of Norwood employing office help, only approximately one-half have been tapped as potential employers. Closer contact with the wheels of business within the community is recommended.
 9. Better guidance facilities are desirable in order

to place graduates within the community; one visiting day every two-week period would be desirable.

10. Of those girls entering the school in their senior year, over one-half entered the office machines and general clerical course; of those in the stenographic group, approximately less than half were "B" students. It might be wise to work out a plan whereby the Director of the School and the Guidance Department in the High School might work together so that more students might take advantage of the curriculum offered, as well as have the necessary background for the work.
11. More orientation is needed in linking business and training - closer alliance whereby co-operative work experience could be worked out on a worth-while plan.
12. To prepare vocationally-trained graduates, an individual plan of developing student potentialities would seem to be most profitable.
13. It is recommended further that a council composed of both the Principal of the High School and the

12. Director of the Henry O. Peabody School meet in joint session with the instructors of both
13. business departments, under the moderation of the Superintendent, to go over the curriculum offerings and insert or delete those courses which do not contribute to general or business education, or which need modification because of ever-changing standards. This council should meet
14. once in every two years.
14. It is recommended that skilled subjects be raised from an exploratory or semivocational level to that of a vocational status so long as the facilities permit such instruction. Such a status would enable education to meet the needs of business and its growing demands.
15. It is recommended further that each teacher in the business departments be required to work for a period of six weeks in the business field once every three years. This experience should not be on a business administrative level but from the level of the worker's experience. A fuller appreciation of the skills demanded of graduates will then be known to every teacher and her materials could then be organized on a more practical and a less theoretical basis.

16. More boys should be advised of the possibilities in business work.
17. Physical health and secondary school attendance should be stressed more. For those pupils about to enter the business world a well-rounded health program with stress on better health habits should be offered to postgraduates as well as to seniors.
18. A systematic plan of follow-up should be made of both the Norwood Senior High School and of the Henry O. Peabody School students. As one school is supposed to "feed" the other, such a follow-up would give vital statistics in regard to those students who do not take advantage of advanced vocational work as compared with those who elect the program.
19. Every phase of general education that contributes to the business set up as a whole should be weighed just as fully as the type of vocational training that is given; every factor contributes to the development of the student as a whole.
20. More and more emphasis should be given to the personality of the individual; one factor alone cannot be the deciding one when placing an individual on a job.

21. Secondary schools should be cognizant of the fact that since management in business is "tightening" up on its demands, and since business calls for at least four-fifths of its workers from the secondary field, these clerical workers should be trained to the highest degree of their potentialities. To train these workers could be one of the motivating factors in considering a business curriculum and what it should offer.
22. A continuous and constant study should be made for aptitude and employment purposes in order to successfully place workers on the right job; adequate testing provisions should be maintained.
23. By raising the standards in the secondary schools, some of the weaknesses business attributes to high school training might be eliminated; consequently, some of the in-service training programs in business might be eliminated.

It is earnestly hoped that as a result of this analysis it will be possible to adopt some of the recommendations made. It is hoped further that some of the information contained in this paper will be of benefit to those about to undertake a job analysis. To provide a continuous growth

in the educational process should be the one aim and ambition of any progressive teacher. To train a person on a vocational level requires not only enthusiasm but a conviction that in training the "masses" one is training for the common good. It takes the uncommon man to meet such a challenge and each teacher should strive to be in such a category.

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APPENDIX A

ADDITIONAL COMMENTS FROM GRADUATES

The following comments are included:

"I have always enjoyed typing very much and I thought that some time in the future I would like to establish a home typing service business. Any information received from you will be appreciated."

"At first glance this looked like a day's work--but I'll have to admit it wasn't so bad once I got started... Never realized before what it was to go through a day's schedule."

"Although I seem to be operating the Ediphone all day long, my day isn't quite so monotonous as it may seem. Very often I take shorthand I like that very much."

"I am very happy on my job. So far as I know I am doing o.k. I am listing some information on the systems used in our office in regard to policies, the types of cards, etc. I know you are always on the lookout for such information...Some of the dictation was difficult at first because I was unfamiliar with real estate and insurance terms."

APPENDIX AADDITIONAL COMMENTS RECEIVED FROM GRADUATES

The following comments are unedited:

"I have always enjoyed typing very much and I thought that some time in the future I would like to establish a home typing service business. Any information received from you will be appreciated."

"At first glance this looked like a day's work--but I'll have to admit it wasn't so bad once I got started... Never realized before what it was to think through a day's schedule."

"Although I seem to be operating the Ediphone all day long, my day isn't quite so monotonous as it may seem. Very often I take shorthand I like that very much."

"I am very happy on my job. So far as I know I am doing o.k. I am listing some information on the systems used in our office in regard to policies, the types of cards, etc. I know you are always on the lookout for such information...Some of the dictation was difficult at first because I was unfamiliar with real estate and insurance terms."

"We now use "delayed posting" instead of "sight." The process is nothing new except the work carries over instead of having it done immediately."

"I am sorry I did not have work on the Billing machine. I could use that training now."

"I can't say that any of my duties are difficult, once I learned the machine it was all quite simple. It took about three weeks to learn to operate the machine. After that it was just a case of increasing my speed."

"Learning Army phraseology and forms was difficult, but in case of an error the work would be returned with a reprimand from the Commanding General's Office."

"I think typing of loans, mortgages, and making monthly reports difficult."

"I answer the telephone about every five minutes--at least! The things I found difficult were taking letters, ordering merchandise, and making out contracts."

"I am not interested in the work I am doing. There is only one thing that keeps me here at the present--my excellent pay. I do not like _____ work but at the present time cannot find other position any better than present one. At school we are taught or I was taught that businessmen were accurate, and that they expect quite a bit from one

going on to a position. We are told in school of so many things that are expected of us at work--which I do not find to be so. It isn't so bad to make errors. I find the business picture completely different from what I thought it would be."

"I am interrupted about every five minutes for something or other. I never know what I'll be doing from day to day. Whatever comes in the mail or what my employer wants me to do sets the pattern."

APPENDIX BBUSINESS FIRMS EMPLOYING THE GRADUATES OF THE HENRY O. PEABODY
SCHOOL FOR GIRLS SINCE SEPTEMBER, 1942 TO THE
PRESENT TIME

BOSTON

American Mutual Liability Insurance Company

Atwell, Vogel and Sterling, Inc.

Besse, Osborn & Odell, Inc.

Dun and Bradstreet

Farley Harvey Company

Gillette Safety Razor Company

Household Finance Corporation

John Hancock Life Insurance Company

Liggett Drug Company

New England Mutual Life Insurance Company

New England Transportation Company

NY, NH & H RR Company

Richard B. Salinger Advertising Agency

State House, Retirement Division

Sykes Inc.

A. Towle Company

Western Union Telegraph Company

Westinghouse Electric Corporation

Willey Savings Bank

CANTON (Norwood)

Tobe Deutschmann Corporation

DEDHAM

F. N. Walley

DORCHESTER

Household Finance Corporation

EAST WALPOLE

Bendix Aviation Corporation

Bird & Son, Inc.

Hollingsworth & Vose

Old Colony Council

NEEDHAM

The William Carter Company

Norfolk County Trust Company

NORWOOD

Berwick & Smith Co. (Norwood Press)

Cummings Company

C. B. Fleming & Co., Inc.

Hoffman & Schwartz

H. P. Hood Company

Morrill Memorial Library

Nesson's Department Store

New England Telephone Company

Norfolk County Trust Company

NORWOOD (continued)

Norwood Morris Plan (Norwood Bank and Banking Company)

Norwood Stamping Co., Inc.

Orent Brothers

Sam's Auto & Appliance Company

Town of Norwood

Westover Corporation

John Whittemore's Sons

E. W. Wiggins Airways, Inc.

Winslow Bros. & Smith Company

PLAINVILLE

Whiting & Davis

SOUTH WALPOLE

Bird Machine Company

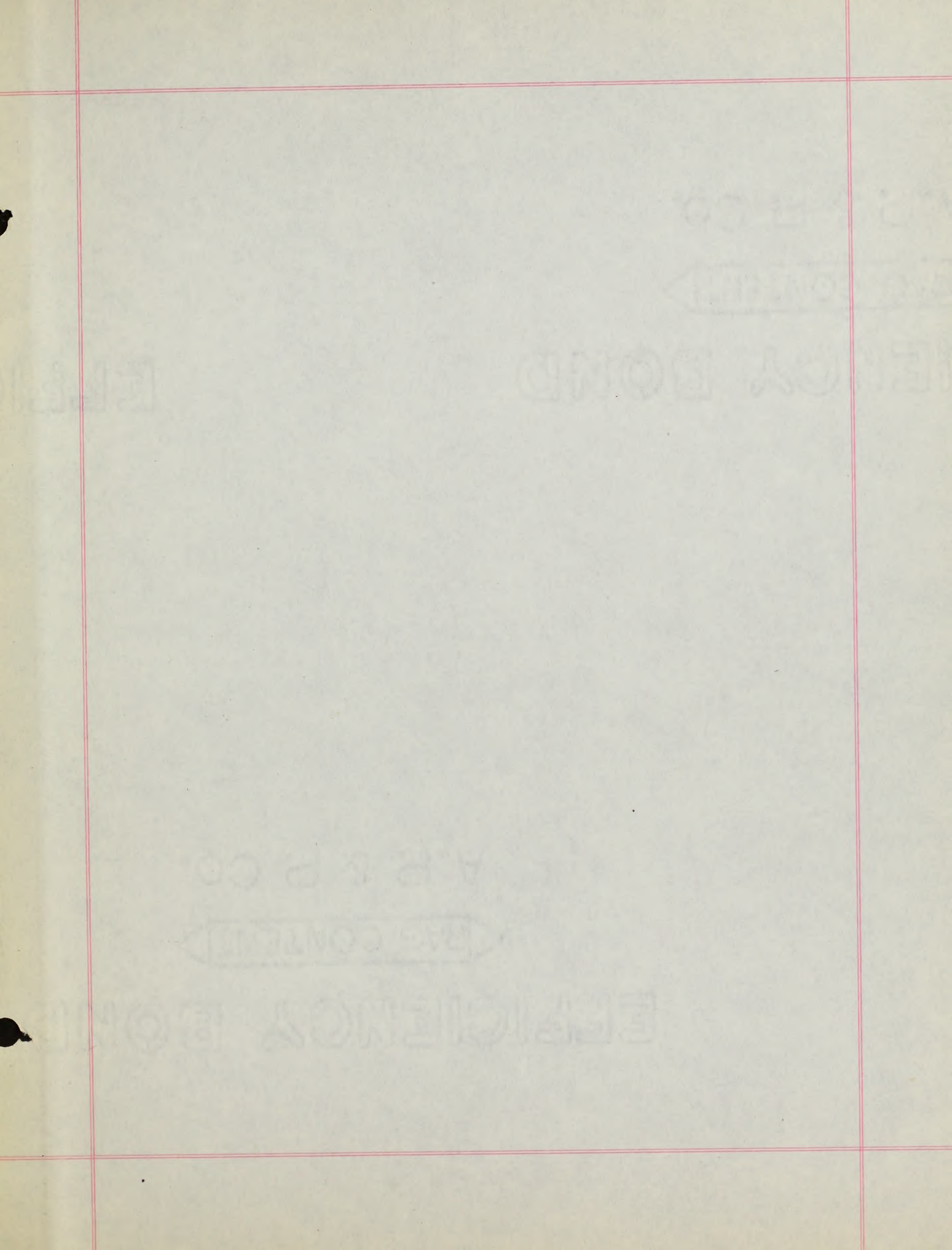
WALPOLE

Hollingsworth & Vose

Kendall Mills

Norfolk County Agricultural School

Norfolk County Trust Company



BOSTON UNIVERSITY



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